



**SC EDUCATION
OVERSIGHT COMMITTEE**

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Columbia SC 29211 | WWW.SCEOC.ORG

**(REVISED)
AGENDA**

Public Awareness Subcommittee

January 26, 2015
10:00 am
Brown Building, Room 415

I. Welcome & Introductions Mrs. Barbara Hairfield

II. Action: Approval of Minutes - March 24, 2014

III. ACT Assessments UpdateDr. Mike DiNicola
Senior Account Manager
State Programs
ACT

IV. Action: State & Federal Joint Report Card Mrs. Melanie Barton
Mrs. Dana Yow
EOC Staff

David Whittemore
CHAIR

V. Information: Communications/Public Relations Plan
FY 2014-15 UpdateMrs. Dana Yow

Daniel B. Merck
VICE CHAIR

Anne H. Bull

Mike Fair

VI. Other Business

Margaret Anne Gaffney

Barbara B. Hairfield

Nikki Haley

VII. Adjournment

R. Wesley Hayes, Jr.

Deb. Marks

John W. Matthews, Jr.

Joseph H. Neal

Neil C. Robinson, Jr.

Molly Spearman

Patti J. Tate

Subcommittee Members

Barbara Hairfield, Chair
Anne Bull
Sen. John Matthews
Mr. David Whittemore

Melanie D. Barton
EXECUTIVE DIRECTOR

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE
Public Awareness and Special Reading Subcommittee – Joint Meeting

Minutes of the Meeting

March 24, 2014

Subcommittee Members Present: Ms. Barbara Hairfield, Sen. Mike Fair, Mr. Alex Martin, Rep. Andy Patrick, and Ms. Anne Bull

Staff Present: Ms. Melanie Barton, Ms. Dana Yow, and Dr. Kevin Andrews

I. Welcome and introductions

Ms. Hairfield called the meeting to order and welcomed everyone to the meeting. The minutes from the January 27, 2014, Public Awareness subcommittee meeting were approved as amended. Ms. Bull requested that her name be added to the members attending the meeting since she was in attendance.

II. Parent Survey Report

Dr. Andrews took members through the results of the 2013 Parent Survey Report. He went through the history of the survey and read through the new questions that the SCDE included on the survey for 2013. There was a slight decline in the response rate for the survey from the previous year. For 2013, the response rate was between 36 and 42 percent. There was an over-representation of elementary parents, as has been seen in previous surveys.

Dr. Andrews discussed the concerns with clarity for the new items on the survey, which had not been previously field tested. According to the SCDE, the new survey items will not be included in future surveys. Ms. Barton reminded subcommittee members that school survey information, for parent, student, and teacher surveys, is included on the report card for schools.

The subcommittee discussed alternative ways to deliver the survey to parents. Mr. Patrick suggested producing a mobile app as a pilot. The school districts of Beaufort and Saluda were suggested as possible pilot districts.

III. Communications and PR Plans

Ms. Yow reviewed the deliverables and accountability measures for the 2012-13 Communications and PR Plan. The outcomes supported specific strategies that reinforced the three objectives within the plan: 1.) enhance understanding and impact of the accountability system by focusing on the 2020 Vision and the goals of student reading proficiency; 2.) implement a public engagement plan focused on the 2013 Cyclical Review of the Accountability System; and 3.) advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement.

The subcommittee then reviewed the communications plan for 2014-15. The recommendation to include an objective to implement a public awareness and engagement plan focused on the EOC PK-20 Reading initiative was approved. Ms. Yow discussed various strategies in the plan. Ms. Hairfield suggested that a monthly update be sent electronically to educators. It would be an objective analysis of legislation and other issues affecting educators. The subcommittee also discussed several changes to the plan including scheduling county tours using the “When the Bough Breaks” documentary as a basis of conversations about reading. The plan was adopted as amended.

There being no further business, the meeting was adjourned.

INFORMATION FOR PARENTS AND FAMILIES ABOUT THE ACT

This school year marks the beginning of important changes in state testing for all 11th graders in South Carolina. For the first time, the High School Assessment Program (HSAP) will no longer be given. Instead, students in 11th grade will take two assessments – the ACT, a college and career readiness assessment and WorkKeys®, which measures essential workforce skills. This document gives an overview for students and parents on the ACT assessment.

What is the ACT?

The ACT test is a college entrance exam covering English, reading, math, and science, and writing. It measures what students have learned in high school coursework. The ACT includes 215 multiple-choice questions and takes approximately 4 hours to complete, including a short break. Actual testing time is 3 hours and 25 minutes. The Writing portion of the test, which is included in the testing time total, is 30 minutes.

Who will take the ACT in 2015 and when will it be administered?

Students who entered ninth grade in school year 2012-13 will take the ACT this year. The English, Math, Reading, and Science tests will be administered on Tuesday, April 28, 2015.

Why is every 11th grader taking the test this year?

The S.C. General Assembly passed legislation in 2014 requiring that all 11th grade students take WorkKeys® as well as an assessment that measures college readiness. The ACT was chosen as a result of a state procurement. These assessments measure how well prepared students are for coursework in two- and four year colleges as well for the jobs available in today's workforce. If your child has documented disabilities requiring testing accommodations, you should be in communication with your child's school about testing options.

One of the benefits of the legislation is that the state now covers the cost of the administration of the ACT assessment in 11th grade, a current savings of \$54.50.

What are the benefits of taking the ACT and should students not planning on going to college to their best on the ACT?

There are many benefits to taking the ACT! The ACT is accepted by many 4-year colleges and universities in the United States. By taking the ACT, students make themselves visible to colleges and scholarship agencies. Students can send their scores to up to four colleges if they choose to do so.

And, a student needs to do his or her best on the ACT because the results may provide more choices for the future. A student may discover that he or she has the skills and knowledge to pursue an associate's or four-year degree. Just having the information will help plan for the future. Once a person starts working, they may decide that they want or need a four-year degree, associate's degree or industry credential to move up.

How can my child prepare for the ACT?

Taking challenging coursework in high school is the best way to prepare for the ACT. Check with your student's school to see if other test preparation options are available to them.

Should my child still take the SAT?

Yes, students are encouraged to continue to take the SAT if they choose to do so or if it meets their future goals. The SAT will continue to be offered in SC by the College Board to students at their own personal expense.

How is the ACT scored and what do the scores mean?

ACT scores are based on the number of questions answered correctly; points are not deducted for wrong answers. Scores range from 1 (low) to 36 (high) for each of the four tests and the Composite. The Composite score is the average of the four test scores, rounded to the nearest whole number.

Raw scores are then converted to scale scores, which have the same meaning for all versions of the tests. Three of the four tests also have subscores, which range from 1 (low) to 18 (high). There is no direct, mathematical relationship between subscores and test score. Also, the test scores in English, mathematics, and reading do not represent the sum of the subscores in those areas.

How will the results of these assessments be used?

The results of the test will help 11th graders plan for the senior year and beyond. A student may use their ACT results to make decisions about coursework their senior year to better prepare them for college or entering a career.

The results of the ACT are **not** currently being used for federal or state accountability purposes so schools will not be ranked on individual test scores. Also, scores on the ACT do **not** currently impact a student's ability to graduate.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Public Awareness

Date: January 26, 2015

ACTION ITEM

Single Accountability System -- Joint State and Federal Report Card

PURPOSE/AUTHORITY

Act 200: "The Education Oversight Committee must use the results of these assessments in school years 2014-2015 and 2015-2016 to report on student academic performance in each school and district pursuant to Section 59-18-900. The committee may not determine state ratings for schools or districts, pursuant to Section 59-18-900, using the results of the assessments required by this subsection until after the conclusion of the 2015-2016 school year; provided, however, state ratings must be determined by the results of these assessments beginning in the 2016-2017 school year. The Oversight Committee also must develop and recommend a single accountability system that meets federal and state accountability requirements by the Fall of 2016.

CRITICAL FACTS

Reporting will continue for in the interim while the single accountability system is being developed. Public input should be sought prior to Fall 2016 to determine clear methods of communication to various audiences

TIMELINE/REVIEW PROCESS

Fall 2016: Joint report card published.

ECONOMIC IMPACT FOR EOC

Cost:

Fund/Source:

ACTION REQUEST

For approval

For information

Approved

ACTION TAKEN

Amended

Not Approved

Action deferred (explain)

MEMORANDUM

To: Members, Public Awareness Subcommittee

FROM: Melanie Barton *Melanie D. Barton*

DATE: January 12, 2015

IN RE: Implementation of Act 200 of 2014

Act 200 of 2014, which is attached, amends the state accountability system by:

1. Suspending state ratings for school and districts for school years 2014-15 and 2015-16;
2. Reporting on student academic performance in school and districts for school years 2014-15 and 2015-16; and
3. Requiring the Education Oversight Committee (EOC) to develop and recommend a single accountability system to meet state and federal requirements by fall of 2016.

Regarding the development of the single accountability system, the EOC staff has met with incoming staff of the State Superintendent of Education elect to begin discussions on the consolidation of accountability systems. The EOC will work with Department of Education, with the State Board of Education, and with district superintendents on developing a new, single accountability system for schools and districts that meets both state and federal requirements. As this process begins to take shape, there is information that the new Congress may also amend the federal accountability, the No Child Left Behind law of 2001.

For the public reporting of student academic performance for school year 2014-15, the EOC wants to initiate the discussion by looking at the data that should be reported on district and school report cards. What should the report on student academic performance include in school year 2014-15 include? What information is required by state law? How can the EOC begin to incorporate the recommendations of the Cyclical Review of the State Accountability System as well?

The following is a chart that begins to address these issues and is presented to the subcommittee for its input.

David Whittemore
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EXECUTIVE DIRECTOR

South Carolina General Assembly
120th Session, 2013-2014

A200, R252, H3893

STATUS INFORMATION

General Bill

Sponsors: Reps. Bedingfield, G.R. Smith, Loftis, Stringer, Burns, Hamilton, Erickson, Taylor, Clemmons, Delleney, Pitts, Willis, Chumley, Henderson, Rivers, Crosby, McCoy and Wood
Document Path: I:\council\bill\agm\19946ab13.docx

Introduced in the House on April 9, 2013

Introduced in the Senate on April 15, 2014

Last Amended on May 6, 2014

Passed by the General Assembly on May 20, 2014

Governor's Action: May 30, 2014, Signed

Summary: Statewide education standards and assessments

HISTORY OF LEGISLATIVE ACTIONS

Date	Body	Action Description with journal page number
4/9/2013	House	Introduced and read first time (House Journal-page 21)
4/9/2013	House	Referred to Committee on Education and Public Works (House Journal-page 21)
4/24/2013	House	Committee report: Favorable Education and Public Works (House Journal-page 2)
4/25/2013		Scrivener's error corrected
4/30/2013	House	Requests for debate-Rep(s). Hayes, George, Hart, Ott, Williams, Jefferson, Willis, Munneryn, Sabb, Anthony, Ridgeway, Weeks, King, Cobb-Hunter, Howard, Neal, Patrick, McEachern, Douglas, Bales, Bedingfield, Hiott, Owens, Hosey, Clyburn, GA Brown, Anderson, Branham, Wood, Brannon, Ryhal, Taylor, Wells, Hixon, Toole, GR Smith, JR Smith (House Journal-page 40)
5/15/2013	House	Debate adjourned until Thur., 5-16-13 (House Journal-page 28)
1/15/2014	House	Recommitted to Committee on Education and Public Works (House Journal-page 46)
2/20/2014	House	Member(s) request name added as sponsor: Chumley
4/1/2014	House	Member(s) request name added as sponsor: Henderson
4/9/2014	House	Committee report: Favorable with amendment Education and Public Works (House Journal-page 127)
4/10/2014	House	Member(s) request name added as sponsor: Rivers, Crosby, McCoy, Wood
4/10/2014	House	Amended (House Journal-page 147)
4/10/2014	House	Read second time (House Journal-page 147)
4/10/2014	House	Roll call Yeas-89 Nays-9 (House Journal-page 155)
4/10/2014	House	Unanimous consent for third reading on next legislative day (House Journal-page 156)
4/11/2014	House	Read third time and sent to Senate (House Journal-page 7)
4/15/2014	Senate	Introduced and read first time (Senate Journal-page 10)
4/15/2014	Senate	Referred to Committee on Education (Senate Journal-page 10)
4/30/2014	Senate	Recalled from Committee on Education (Senate Journal-page 77)
4/30/2014	Senate	Special order, set for April 30, 2014 (Senate Journal-page 77)
4/30/2014	Senate	Amended (Senate Journal-page 77)
5/1/2014		Scrivener's error corrected
5/1/2014	Senate	Amended (Senate Journal-page 62)

5/12/2014	Senate	Read second time (Senate Journal-page 62)
5/1/2014	Senate	Roll call Ayes-42 Nays-0 (Senate Journal-page 62)
5/2/2014		Scrivener's error corrected
5/6/2014	Senate	Amended (Senate Journal-page 50)
5/6/2014	Senate	Read third time and returned to House with amendments (Senate Journal-page 50)
5/13/2014	House	Debate adjourned until Thur., 5-15-14 (House Journal-page 11)
5/15/2014	House	Debate adjourned until Tues., 5-20-14 (House Journal-page 33)
5/20/2014	House	Concurred in Senate amendment and enrolled (House Journal-page 70)
5/20/2014	House	Roll call Yeas-80 Nays-26 (House Journal-page 70)
5/29/2014		Ratified R 252
5/30/2014		Signed By Governor
6/6/2014		Effective date See Act for Effective Date
6/10/2014		Act No. 200

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VERSIONS OF THIS BILL

[4/9/2013](#)

[4/24/2013](#)

[4/25/2013](#)

[4/9/2014](#)

[4/10/2014](#)

[4/30/2014](#)

[5/1/2014](#)

[5/1/2014-A](#)

[5/2/2014](#)

[5/6/2014](#)

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(A200, R252, H3893)

AN ACT TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, BY ADDING SECTION 59-1-490 SO AS TO CREATE THE SOUTH CAROLINA DEPARTMENT OF EDUCATION USE AND GOVERNANCE POLICY; BY ADDING SECTION 59-18-355 SO AS TO PROVIDE STATE CONTENT STANDARDS MAY NOT BE REVISED, ADOPTED, OR IMPLEMENTED WITHOUT APPROVAL BY THE EDUCATION OVERSIGHT COMMITTEE AND THE GENERAL ASSEMBLY, AND TO PROVIDE EXCEPTIONS AND REQUIRE NOTIFICATION BE GIVEN TO THE GOVERNOR; TO AMEND SECTION 59-18-325, RELATING TO ASSESSMENTS REQUIRED OF HIGH SCHOOL STUDENTS, SO AS TO REQUIRE PROCUREMENT OF A SUMMATIVE ASSESSMENT, TO REQUIRE THE SUMMATIVE ASSESSMENT OF CERTAIN GRADE LEVELS, TO SPECIFY CONTENT AND OTHER REQUIREMENTS, TO REQUIRE PROCUREMENT OF A COLLEGE AND CAREER READINESS ASSESSMENT, TO REQUIRE THE ASSESSMENT OF CERTAIN STUDENTS, TO PROVIDE FOR A SPECIAL ASSESSMENT PANEL AND FOR ITS COMPOSITION AND FUNCTIONS; TO AMEND SECTION 59-18-350, AS AMENDED, RELATING TO CYCLICAL REVIEW BY ACADEMIC AREAS OF STATE STANDARDS AND ASSESSMENTS, SO AS TO MAKE A CONFORMING CHANGE AND MANDATE A SPECIFIC REVIEW; AND TO PROVIDE THAT ON THE EFFECTIVE DATE OF THIS ACT, SOUTH CAROLINA WILL NO LONGER BE A GOVERNING OR ADVISORY STATE IN THE SMARTER BALANCE CONSORTIUM AND MAY NOT ADOPT OR ADMINISTER THE SMARTER BALANCE ASSESSMENT.

Be it enacted by the General Assembly of the State of South Carolina:

Data Use and Governance Policy

SECTION 1. Article 5, Chapter 1, Title 59 of the 1976 Code is amended by adding:

“Section 59-1-490. (A) The provisions of this section must be known and may be cited as the ‘South Carolina Department of Education Data Use and Governance Policy’.

(B) The policy of the State Department of Education with respect to use and governance of student data is to ensure that all data collected, managed, stored, transmitted, used, reported, and destroyed by the department is done so in a way to preserve and protect individual and collective privacy rights and ensure confidentiality and security of collected data. In developing this policy, the State strives to:

(1) maintain compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g, at a minimum; and

(2) be mindful that the appropriate use of data is essential to accelerating student learning, program and financial effectiveness and efficiency, and policy development.

(C) The State Department of Education shall not collect individual student data directly from students or families, except as required to meet its obligations under the Individuals with Disabilities Education Act. Each student is assigned a unique student identifier upon enrollment into the student management system to ensure compliance with the privacy rights of the student and his parents or guardians. No personally identifiable individual student data may be shared in federally required reporting.

(D) All data elements collected and transferred from the South Carolina State Department of Education to the United States Department of Education must be based on the reporting requirements contained in ED Facts as provided by the United States Department of Education, or other federal laws and regulations, and only may include aggregated data with no personally identifiable data.

(E) Data collected by the State Department of Education must be maintained within a secure infrastructure environment. Access to this data must be limited to preidentified staff who are granted clearance related to their job responsibilities of federal reporting, state financial management, program assessment, and policy development. Training in data security and student privacy laws must be provided to these specific individuals on a regular basis in order to maintain their data use clearance along with a signed Data Use Policy assurance of confidentiality and privacy.

(F) The State Department of Education shall maintain a managed external data request procedure managed through a Data Governance

Committee. Each external data request is measured against a predetermined set of qualifiers that includes, but must not be limited to, applicability to the goals of the State Board of Education, data availability, report format ability, cost of report development, and adherence to FERPA requirements.

(G) Each school district in this State shall adopt, maintain, and comply with a locally adopted student records governance and use policy. These policies and their implementation shall be monitored by the State Department of Education in a manner prescribed by the department through policy.”

Content standards revisions, approval by Education Oversight Committee and General Assembly required

SECTION 2. Article 3, Chapter 18, Title 59 of the 1976 Code is amended by adding:

“Section 59-18-355. (A)(1) A revision to a state content standard recommended pursuant to Section 59-18-350(A), as well as a new standard or a change in a current standard that the State Board of Education otherwise considers for approval as an accountability measure, may not be adopted and implemented without the:

(a) advice and consent of the Education Oversight Committee; and

(b) approval by a Joint Resolution of the General Assembly.

(2) General Assembly approval required by item (1)(b) does not apply to a revision recommended pursuant to Section 59-18-350(A), other approval of a new standard, and other changes to an old standard if the revision, new standard, or changed standard is developed by the State Department of Education.

(B) A revision to an assessment recommended pursuant to Section 59-18-350(A), as well as a new assessment or a change in a current assessment that the State Board of Education otherwise considers for approval as an accountability measure, may not be adopted and implemented without the advice and consent of the Education Oversight Committee.

(C) Upon initiating a change to an existing standard, including a cyclical review, the Education Oversight Committee and the Department of Education shall provide notice of their plans and intent to the General Assembly and the Governor.

(D) Nothing in this section may be interpreted to prevent the Department of Education, Board of Education, and Education Oversight Committee from considering best practices in education

standards and assessments while developing its own standards and assessments.”

Readiness assessments, conforming changes

SECTION 3. Section 59-18-325 of the 1976 Code, as added by Act 155 of 2014, is amended by adding an appropriately lettered subsection at the end to read:

“(C)(1) To maintain a comprehensive and cohesive assessment system that signals a student’s preparedness for the next educational level and ultimately culminates in a clear indication of a student’s preparedness for postsecondary success in a college or career and to satisfy federal and state accountability purposes, the Executive Director of the State Budget and Control Board, with the advice and consent of the special assessment panel, shall direct the procurement of a summative assessment system for the 2014-2015 school year, and subsequent years as provided in item (3). The procurement must be completed before September 30, 2014. The summative assessment must be administered to all students in grades three through eight, and if funds are available, administered to students in grades nine and ten. The summative assessment must assess students in English/language arts and mathematics, including those students as required by the federal Individuals with Disabilities Education Act and by Title I of the Elementary and Secondary Education Act. For purposes of this subsection, ‘English/language arts’ includes English, reading, and writing skills as required by existing state standards. The assessment must be a rigorous, achievement assessment that measures student mastery of the state standards, that provides timely reporting of results to educators, parents, and students, and that measures each student’s progress toward college and career readiness. Therefore, the assessment or assessments must meet all of the following minimum requirements:

(a) compares performance of students in South Carolina to other students’ performance on comparable standards in other states with the ability to link the scales of the South Carolina assessment to the scales from other assessments measuring those comparable standards;

(b) be a vertically scaled, benchmarked, standards-based system of summative assessments;

(c) measures a student’s preparedness for the next level of their educational matriculation and individual student performance against the state standards in English/language arts, reading, writing, and mathematics and student growth;

(d) documents student progress toward national college and career readiness benchmarks derived from empirical research and state standards;

(e) establishes at least four student achievement levels;

(f) includes various test questions including, but not limited to, multiple choice, constructed response, and selected response, that require students to demonstrate their understanding of the content;

(g) be administered to students in a paper-based format in 2014-2015, in either a paper-based form or computer-based format in 2015-2016, and to all students in a computer-based format by school year 2016-2017; and

(h) assists school districts and schools in aligning assessment, curriculum, and instruction.

(2) Additionally, the Executive Director of the State Budget and Control Board, with the advice and consent of the special assessment panel, also must direct the procurement of a college and career readiness assessment that meets the requirements of subsection (A). The procurement must be completed before September 30, 2014. In addition to WorkKeys, the assessment must be administered to all students entering the eleventh grade for the first time in the 2014-2015 school year.

(3) In school years 2014-2015, 2015-2016, and 2016-2017, the department must administer the assessments procured by the State Budget and Control Board in English/language arts and mathematics in grades three through eight, and if funds are available, in grades nine and ten. The department also must administer the state-developed and adopted assessments in science and social studies to all students in grades four through eight, and the college readiness assessment and WorkKeys assessment to all students in grade eleven. If the Education Oversight Committee approves of the assessments pursuant to Section 59-18-320 after the 2016-2017 assessment, the assessments also may be administered in 2017-2018 and 2018-2019. Formative assessments must continue to be adopted, selected, and administered pursuant to Section 59-18-310.

(4)(a) The special assessment panel must be composed of the following individuals or their designee:

(i) the Chairman of the State Board of Education;

(ii) the Chairman of the Education Oversight Committee;

(iii) the Chairman of the Board of Directors for the South Carolina Chamber of Commerce;

(iv) the Chairman of the South Carolina Commission on Higher Education;

(v) the Chairman of the South Carolina Technical College System Board; and

(vi) the State Superintendent of Education.

(b) A panel member who is authorized to designate a person to serve on the board in his stead only may make the designation if he intends for the designee to serve continuously instead of intermittently with himself or another designee.

(c) The assessment panel must receive input from educators, parents, higher education officials, and business and community leaders on the components of a comprehensive and cohesive assessment system. The assessment panel must convene within two weeks of the effective date of this act, at the request of the Executive Director of the State Budget and Control Board. The panel must complete its duties in a timely manner which enables the Executive Director of the State Budget and Control Board to procure the assessments by September 30, 2014. Upon the procurement of a summative assessment system, the special assessment panel is dissolved.

(5)(a) The cost of procuring the assessments pursuant to items (1) and (2), and any costs associated with the performance of the special assessment panel's duties must be borne by the Department of Education.

(b) Staff support to the Executive Director of the State Budget and Control Board and the special assessment panel must be provided by the Department of Education, Division of Accountability, Office of Assessment. In addition, if requested by the Executive Director of the State Budget and Control Board or the special assessment panel, the Department of Education, the Education Oversight Committee, the State Board for Technical and Comprehensive Education, and the Commission on Higher Education, must provide assistance to implement the provisions of this subsection.

(6) Within thirty days after providing student performance data to the school districts as required by law, the department must provide to the Education Oversight Committee student performance results on assessments authorized in this subsection and end-of-course assessments in a format agreed upon by the department and the Oversight Committee. The Education Oversight Committee must use the results of these assessments in school years 2014-2015 and 2015-2016 to report on student academic performance in each school and district pursuant to Section 59-18-900. The committee may not determine state ratings for schools or districts, pursuant to Section 59-18-900, using the results of the assessments required by this subsection until after the conclusion of the 2015-2016 school year; provided, however, state ratings must be determined by the results of

these assessments beginning in the 2016-2017 school year. The Oversight Committee also must develop and recommend a single accountability system that meets federal and state accountability requirements by the Fall of 2016.

(7) The Department of Education must submit a plan for approval and implementation to the Board of Education to mitigate the impact that changes in assessments are projected to have on teacher evaluation systems. If such an impact can be reasonably mitigated by delaying evaluations, the department shall seek a waiver if necessary for federal approval.

(8) When standards are subsequently revised, the Department of Education, the State Board of Education, and the Education Oversight Committee shall approve assessments pursuant to Section 59-18-320.”

Cyclical review of standards and assessments

SECTION 4. Section 59-18-350 of the 1976 Code, as last amended by Act 282 of 2008, is further amended to read:

“Section 59-18-350. (A) The State Board of Education, in consultation with the Education Oversight Committee, shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee and the State Board of Education for consideration. The previous content standards shall remain in effect until the recommended revisions are adopted pursuant to Section 59-18-355. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators, to include special education teachers, shall examine the standards and assessment system to determine rigor and relevancy.

(B) For the purpose of developing new college and career readiness English/language arts and mathematics state content standards, a cyclical review must be performed pursuant to subsection (A) for English/language arts and mathematics state content standards not developed by the South Carolina Department of Education. The review must begin on or before January 1, 2015, and the new college and career readiness state content standards must be implemented for the 2015-2016 school year.

(C) The State Department of Education annually shall convene a team of curriculum experts to analyze the results of the assessments, including performance item by item. This analysis must yield a plan for disseminating additional information about the assessment results and instruction and the information must be disseminated to districts not later than January fifteenth of the subsequent year.”

Smarter Balance, withdrawal from consortium, prohibition of assessment

SECTION 5. On the effective date of this act, South Carolina will no longer be a governing or advisory state in the Smarter Balanced Assessment Consortium. Furthermore, South Carolina may not adopt or administer the Smarter Balanced Assessment.

Ratified the 29th day of May, 2014.

Approved the 30th day of May, 2014.



CYCLICAL REVIEW OF THE STATE ACCOUNTABILITY SYSTEM



**SC EDUCATION
OVERSIGHT COMMITTEE**



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Executive Summary

Pursuant to Section 59-18-910, the Education Oversight Committee (EOC) is hereby providing to the General Assembly “a report on the findings and recommended actions to improve the accountability system and to accelerate improvements in student and school performance.”

Findings:

A. The earnings gap of college versus high school graduates has risen steadily for almost three decades. Gains in educational attainment have not kept pace with rising educational returns. If per capita personal income in South Carolina was at the national average, our citizens would have \$19 billion additional personal income. Few areas the General Assembly can address will increase the prosperity of South Carolinians more than improving public education.

B. By the year 2020, 65 percent of the 55 million job openings in the United States will require a postsecondary degree or credential beyond a high school diploma with the fastest growing occupation being STEM and healthcare professions and support that will require postsecondary education. In South Carolina, 62 percent of the 771,000 job openings will require postsecondary degree or credentials. However, currently, 22 percent all students who enter the ninth grade do not graduate from high school. The percentage of adults in South Carolina with at least an associate’s degree is only 34 percent. Furthermore, 41 percent of high school graduates require remediation at the state’s two-year institutions.

C. While South Carolina has witnessed sustained improvement in student performance since passage of the Education Accountability Act, too many students are still ill-served by the current public education system and the rate of improvement must accelerate. A strong and growing consensus has formed among parents, educators, business leaders and community advocates that public education must be transformed to meet the needs of individual students.

D. South Carolina’s current state accountability system is a “performance based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation.” To date, the strong academic foundation focuses entirely on student mastery of state standards through summative and end-of-course assessments and high school graduation rates. Today, however, a high school diploma is necessary but no longer sufficient to prepare our students for the next step in their lives. And, the academic performance of students in public schools and school districts in South Carolina is measured and reported by two accountability systems that give conflicting messages to parents, educators and communities.

Recommended Actions:

A. The General Assembly should adopt the following as South Carolina public education’s mission.

All students graduating from public high schools in South Carolina should have the **knowledge, skills, and opportunity** to be college ready, career ready, and life ready for success in the global, digital and knowledge-based world of the 21st century.

All graduates should qualify for and succeed in entry-level, credit bearing college courses without the need for remedial coursework, in postsecondary job training, or significant on-the-job training.

B. South Carolina must set goals to measure and improve college, career, and citizenship readiness. Such goals would communicate the vision to the public, demonstrate the importance, and inspire transformative changes in the delivery of education. These goals would be set collaboratively with early childhood education, public education, postsecondary education, parents, and business. Annually, the EOC would monitor the state’s progress toward these goals.

C. To encourage progress towards these goals, the EOC recommends amending the current state accountability system to measure the postsecondary success of public school graduates. Year-end summative assessments and high school graduation rates are necessary but no longer sufficient. The accountability system would be a balanced system of multiple measures that give comprehensive, valid, and vital data to ensure that every student is prepared for the 21st century. Multiple measures would include extended performance tasks that rely upon the professional judgment of teachers to evaluate student mastery and critical thinking skills.

D. In addition to public reporting, accountability requires that standards for the core content areas be aligned to the mission and goals, and assessments accurately measure the standards.

E. To accelerate improvement, professional educators must be empowered to deliver new forms of radically, personalized, technology-embedded, education. The accountability system must be flexible enough to allow and even support schools and districts to be incubators of change and innovation.

F. South Carolina must evaluate and amend existing policies to remove barriers to transformation. For example, are there barriers that restrict the number of high school students who take dual enrollment classes? How can South Carolina prepare, recruit, retain and empower highly qualified teachers to lead the transformation, especially in historically low-achieving schools?

Cyclical Review of the State Accountability System

Section 59-18-910 of the Education Accountability Act (EAA) requires the Education Oversight Committee (EOC) in collaboration with the State Board of Education and a broad-based group of stakeholders in 2013 to conduct a comprehensive cyclical review of the state's accountability system for public education.

SECTION 59-18-910. Beginning in 2013, the Education Oversight Committee, working with the State Board of Education and a broad-based group of stakeholders, selected by the Education Oversight Committee, shall conduct a comprehensive cyclical review of the accountability system at least every five years and shall provide the General Assembly with a report on the findings and recommended actions to improve the accountability system and to accelerate improvements in student and school performance. The stakeholders must include the State Superintendent of Education and the Governor, or the Governor's designee. The other stakeholders include, but are not limited to, parents, business and industry persons, community leaders, and educators.

In December of 2012 the EOC contracted with the Educational Policy Improvement Center (EPIC) to assist the EOC in facilitating the findings and recommendations of the cyclical review. According to EPIC, South Carolina's cyclical review process "is situated within a contemporary policy context that carries deeper and more fundamental questions for a revision of the state accountability system:

- A changing economy is demanding new skills of current and future workers;
- South Carolina ranks 37th among the states in adults with post-secondary credentials;
- Fifteen years into the accountability era, a cohort of chronically low-performing schools has shown little improvement under the current set of measures and stakes;
- A wave of local innovation – aided in part by technology advances – is shifting the delivery unit of learning from seat-time to competencies; and
- States across the country are leveraging lessons learned from the early era of accountability to engage in wholesale redesigns for 'next generation' accountability systems.”¹

Engagement of Stakeholders

Beginning in January of 2013 members and staff of the EOC identified thirty-five (35) individuals to serve on a panel to review the accountability system. (Appendix A) Nominations were taken from the committee, from the Speaker of the House, and from the President Pro

¹ Collins, Sarah K. et. al. from the Educational Policy Improvement Center. *South Carolina Accountability Review & Revision: An Analytical Framework*. Provided to the South Carolina Education Oversight Committee on August 8, 2013.

Tempore of the Senate. The panel met in Columbia on the following dates and gathered information on the following:

- February 13, 2013 – The panel received an overview of the current accountability system from EOC staff, an update on the innovation initiative efforts led by New Carolina from Dr. Gerrita Postlewait, and a presentation by State Superintendent of Education Dr. Mick Zais on his recommendations for amending the accountability system.
- April 8, 2013 – Dr. David Conley, Founder and Chief Executive Officer of the Educational Policy Improvement Center (EPIC) at the University of Oregon, discussed the post-recession job growth, projections of the workforce needs of 2020, and the four keys to college and career readiness.
- June 10, 2013 – Dr. Conley and his team from EPIC presented results of three regional stakeholder meetings and an accountability framework.
- September 16, 2013 – Cyclical review panel and EOC met in a joint meeting to discuss the framework and related accountability issues.

Three regional stakeholder meetings were also held in Charleston, Columbia, and Greenville in April of 2013. Approximately 57 individuals attended the meetings with half of the members of the cyclical review panel in attendance along with representatives of the State Board of Education, business and industry, public education, higher education, parents, and community. EPIC staff led the four-hour meetings, which focused on:

- Establishing the definition of and purpose of the state’s accountability system;
- Reviewing the accountability systems of four peer states, Florida, Georgia, Kentucky and New Hampshire. EPIC staff selected these states “based on the following criteria: (1) the accountability system has a clear theory of action that connects purpose, goals, and indicators; (2) at least one component of the state policy context mirrors the environment of South Carolina; and (3) the state had recently undergone an accountability redesign process, reflecting the most contemporary educational policy agenda and available metrics for measuring school quality;”² and
- Designing an accountability system with actual indicators.

Between August of 2013 and April of 2014, members of the EOC discussed the framework and accountability system at each EOC meeting and received input from *TransformSC*, the initiative led by New Carolina, South Carolina’s Council on Competitiveness, to transform the delivery system of education. The EOC also received a specific proposal from fellow board member John Warner, a business appointee to the EOC. Finally, the Academic and Standards Subcommittee of the EOC met in November of 2013 and March of 2014 to finalize the

² Ibid.

following findings and recommendations for the full EOC consideration at its April 28, 2014 meeting.

Findings

The academic performance of students in public schools and school districts in South Carolina is measured and reported by two accountability systems that give conflicting messages to parents, educators and communities.

Quality Counts, a publication of the education newspaper, *Education Week*, annually measures each state's public education performance against six indicators, assigning both a letter grade and a numeral score to each state. Overall, in 2013 South Carolina ranked at the national average. On Standards, Assessments and Accountability, the indicators for which the EOC's core mission focuses, South Carolina earned a **Grade of A** and a numerical score of **94.4** along with a national ranking of 6th best in the nation.³

When the Education Accountability Act (EAA) of 1998 was enacted, there was not a separate federal accountability system. South Carolina was a forerunner in establishing a formal reporting system for public schools and school districts. With passage of the No Child Left Behind Act in 2001, South Carolina public schools have been accountable to two systems – the state accountability system that the EOC is charged with creating and the federal accountability system that once was based on Adequate Yearly Progress but now is governed by the Education and Secondary Education Act (ESEA) waiver as designed by the South Carolina Department of Education and approved by the United States Department of Education. Prior to the U.S. Department of Education's offer for states to receive waivers from certain requirements of the No Child Left Behind Act of 2001, 20 states had both a state and a federal accountability system.⁴ Furthermore, to receive Title I funds, which total approximately \$212 million annually, South Carolina must participate in either No Child Left Behind or the ESEA waiver process.

While the two accountability systems use the same state assessments to measure performance, the systems are markedly different and create conflicting messages in schools and communities.

- The federal accountability system combines the absolute achievement and growth in achievement into one score across subgroups. Growth is the difference between the achievement of students in the prior year to students in the current year (two different groups of students); It should be noted that these cohorts are

³ *Quality Counts, 2013*. Education Week. January 2013. < http://www.edweek.org/ew/qc/2013/state_report_cards.html>.

⁴ National Governors Association. "Creating a College and Career Readiness Accountability Model for High Schools." January 29, 2012. <<http://www.nga.org/files/live/sites/NGA/files/pdf/1201EDUACCOUNTABILITYBRIEF.PDF>>.

NOT the same students from year to year but compare the performance of students in the school in the prior year to the performance of students in the school in the current year (i.e. different cohorts of students.) The state system requires schools and districts to receive a status rating (Absolute Rating) and a separate growth rating (Growth Rating), which measures the improvement of **individual** student performance from year to year.

- The federal accountability system is based on **average scale scores** of students. These scores measure the **average** student performance in a school as well as average score of cohorts (students by ethnicity, disability, etc.) The federal system also measures gains made by subgroups of students. The state accountability system measures whether each **individual** student is meeting state standards or passing end-of-course assessments and the High School Assessment Program and whether each **individual** student improved from one year to the next. The state system focuses on whether students score Met, Not Met or Exemplary on the state assessment in grades 3 through 8, not on the individual student scale scores.
- Finally, due to the August release of the federal ratings, federal grades for high schools are based on the 2011-12, the previous school year's high school graduation rate and end-of-course assessments. The state ratings for high schools are based on the results of the 2012-13 school year graduate rate and assessment data.

District 2013 Federal and State Ratings

Federal Rating	Number	%		State Absolute Rating	Number	%
A	10	12%		Excellent	30	37%
B	32	39%		Good	20	24%
C	21	26%		Average	24	29%
D	9	11%		Below Average	6	7%
F	<u>10</u>	12%		At Risk	<u>2</u>	2%
Total	82				82	

While South Carolina has witnessed sustained improvement in student performance since passage of the Education Accountability Act in 1998, the rate of improvement must accelerate to meet the 21st century needs of our state. Too many South Carolina students are still ill-served by the current public education system.

Prior to enactment of the EAA in 1998, South Carolina:

- Did not have consistent standards in English language arts, mathematics, science and social studies across all districts and schools or assessments to measure student achievement across content areas;
- Did not publically report on the performance of schools or districts using consistent measures across time;
- Did not monitor individual student performance over time because unique student identifiers did not exist;
- Did not measure the achievement gaps between subgroups of students; and
- Did not know the graduation rate for its public schools because the reporting system was not available.

In the past fifteen years South Carolina students have made sustained progress. The state's graduation rate has improved from below 60 percent to 77.5 percent in 2013. South Carolina ranks in the top half of states in the percentage of students taking and passing Advanced Placement (AP) courses. South Carolina's average ACT scores increase annually. On the National Assessment of Education Progress (NAEP), South Carolina's reading and mathematics scores at grades 4 and 8 are consistently ranked 34th to 39th nationally.

However, even with the improvement, approximately 41 percent of students who enter the two-year technical college system today require remediation in English language arts and/or mathematics at a cost to taxpayers of \$21.0 million. And, one out of every five students who enters the 9th grade does not graduate with a high school diploma four or five years later.

By 2020 the Georgetown University Center on Education and the Workforce projects that 62 percent of the job openings in South Carolina will require postsecondary education.⁵ Of these

⁵ *Recovery: Job Growth and Education Requirements Through 2020*. State Report. Center on Education and the Workforce, Georgetown University. June 2013. <http://cew.georgetown.edu/recovery2020/states/>

jobs, 34 percent will require some college, an associate's degree or some postsecondary vocational certificate.⁶ As of 2011 the United States Census Bureau reports that only 34 percent of the working-age population in South Carolina had at least an associate degree. Appendix B includes a list by county of the percentage of working-age population with at least an associate's degree. The relationship between public and higher education has never been so critical to the economy of our state and to the future of our citizens.

Educational attainment is highly correlated with personal income. The percentage of South Carolina's adult population graduating from high school and from college trails the nation as a whole, and as a result per capita personal income is below the national average. If per capita personal income was at the national average, there would be \$19 billion more personal income in South Carolina. (Appendix C) Few investments the state can make will have a bigger impact of the economic prosperity of our citizens than changes in the accountability and assessment system to provide the data and the flexibility for public schools to be transformed.

⁶ Ibid.

Recommendations

A. South Carolina should redefine what a strong academic foundation means for students and the goal of the State accountability system.

The original goal of the Education Accountability Act was “to establish a performance based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation.” The stakeholders defined a strong academic foundation for 21st century students as having a strong foundation in the basics, literacy and numeracy **and** in higher-order thinking skills. Other descriptors included students being college and career ready, having a love of learning, being global and digital literate, and having soft skills such as collaboration and personal responsibility. Consequently, the goal of the State’s accountability system for public education should be as follows:

All students graduating from public high schools in South Carolina should have the knowledge, skills, and opportunity to be college ready, career ready, and life ready for success in the global, digital and knowledge-based world of the 21st century.

All graduates should qualify for and succeed in entry-level, credit bearing college courses without the need for remedial coursework, in postsecondary job training, or significant on-the-job training.

This definition supports the Vision and Profile of the Successful Graduate as developed and adopted by the South Carolina Association of School Administrators and supported by *TransformSC* (Appendix D) And, the “student-centered” focus is consistent with the State Superintendent of Education’s recommendations for modernizing the EAA with a personalized system.

In 2013 the Arkansas legislature enacted Act 1081 which defines college and career readiness succinctly as:

“a set of criterion-referenced measurements of a student's acquisition of the knowledge and skills the student needs to be successful in future endeavors, including credit-bearing, first-year courses at a postsecondary institution, such as two-year or four-year college, trade school, or technical school, or to embark on a career.”

Florida defines students as college and career ready when they have “the knowledge, skills, and academic preparation needed in introductory college credit-bearing courses within an associate or baccalaureate degree program without the need for remediation. These same attributes and levels of achievement are needed for entry into and success in postsecondary workforce education or directly into a job that offers gainful employment and career advancement.”⁷ Knowledge focuses on mastery of standards as well as higher levels of demonstrated competencies as measured by SAT, ACT, Advanced Placement, International Baccalaureate or Dual Enrollment. The term “skills” includes: effective communication skills; critical thinking and analytical skills; good time management skills; intellectual curiosity and a commitment to learning. Academic preparation encompasses students earning 24 credits, four each in English and mathematics and three each in science and social studies with one course taken online.

B. South Carolina must set goals to measure and improve college, career, and citizenship readiness.

Such goals would communicate the vision to the public, demonstrate the importance, and inspire transformative changes in the delivery of education. These goals would be set collaboratively with early childhood education, public education, postsecondary education, parents, and business. Annually, the EOC would monitor the state’s progress toward these goals.

In 2010 the National Governors Association recommended that state leaders measure five key college- and career-ready performance measures:

1. Percentage of students completing (or on track to complete) a college- and career-ready course of study
2. Percentage of students demonstrating proficiency on “anchor” assessments
3. Percentage of students obtaining college credit or a career certificate in high school
4. Four-year cohort graduation rate
5. Percent of traditional, first-year students enrolling in remedial coursework at a postsecondary institution.⁸

⁷ Florida Department of Education. Division of Florida Colleges. Accessed on August 27, 2013. <<http://www.fldoe.org/fcs/collegcareerreadiness.asp>>.

⁸ *Setting Statewide College- and Career-Ready Goals*,” NGA Center for Best Practices. August 5, 2010.

C. South Carolina should move from an assessment system to a balanced system of multiple measures that give comprehensive, valid and vital data to ensure that every student is prepared for the 21st century.

The measures used to determine how well our children are prepared for the 21st century will require accountability for the **knowledge, skills, and opportunity** that students acquire. These terms are defined below:

Knowledge – Do all students have the knowledge to be successful in the 21st century?

At the elementary and middle levels, knowledge would focus on measuring student understanding of content standards. Specifically, schools and districts should be held accountable for:

- Absolute scores on English language arts and mathematics in grades 3 through 8 and expanding to include science and social studies in grades 4 through 8 for all students with equal weighting of each content area in the state accountability system. Stakeholders wanted to focus on students having the numeracy and literacy skills needed by third grade;
- Student growth scores on assessments in English language arts, mathematics, science and social studies to measure development over time;
- Reporting on subgroup scores to close achievement gaps; and
- Improving the performance of the bottom 25 percent of students to focus on students who need the most help and could be missed in subgroup data if the cohort size is too small.

At the high school level, the stakeholders resoundingly believed that while graduating from high school is important, it is no longer sufficient. Instead, student assessments used at the high school level should have a dual purpose: (1) accountability; and (2) the future goals of the student; i.e. college and career. The stakeholders emphasized the need to have a measure that has “high currency outside of the accountability system.” Consequently, the framework should include a variety of a variety of assessments that measure both career and college readiness such as:

- Silver level or higher on WorkKeys;
- Armed Services Vocational Aptitude Battery;
- Compass; and
- ACT, SAT or Smarter Balanced 11th grade assessment.

The EOC endorses the replacement of the High School Assessment Program with assessments that measure college and career readiness. The two-year technical colleges already use Compass, an ACT product; the four-year colleges and universities in the state

accept ACT Plus Writing scores in making admission decisions; and Governor Haley, in collaboration with the business community, has implemented SC Work Ready Communities. Given these facts, the EOC would recommend that South Carolina provide to every student in public schools the following:

All students in the 11th grade would take WorkKeys **and** ACT plus Writing. Based upon the results of the assessments, students would then receive in their 12th grade year either the remediation needed to become college and career ready or opportunities such as dual enrollment or internships to begin the next step in their jobs and career.

To address the conflicting messages over the state and federal accountability systems, the state rating for **knowledge** should be consistent with the federal rating, if at all possible. In addition, the use of student growth in the knowledge measurement is consistent with the State Superintendent of Education's recommendations to combine student achievement and student growth into one measure of performance.

Skills – Do all students have the skills to be successful? These skills include the higher order thinking skills that stakeholders value including the ability to conduct sustained research; analyze information; experiment and evaluate; communicate in various forms; use technology; collaborate with others, problem solve; and persist.

A 2012 report by the RAND Corporation evaluated 17 state assessments and determined that fewer than 2 percent of the mathematics test items and 21 percent of the English language arts test items tested students' abilities to analyze, synthesize, compare, connect, critique, hypothesize, prove or explain their ideas.⁹ What is most troubling is that these were 17 states evaluated to have the most rigorous standards and assessments.

No standardized assessment can adequately measure these abilities. Instead, states like New Hampshire and others are using quality **extended performance tasks** to measure these skills. These extended performance tasks engage students in applying their knowledge and skills to a problem or challenge. At the high school level, extended performance tasks could be linked to work-based learning, internship opportunities and service learning projects. The results of the performance tasks would be submitted to the local school board of trustees.

According to the Center for Collaborative Education, quality performance tasks “get at essential questions of curriculum and instruction: What content is most important? What do we

⁹ Yuan, K. & Le, V. (2012). Estimating the Percentage of Students Who Were Tested on Cognitively Demanding Items Through the State Achievement Tests. Santa Monica, CA: RAND Corporation.

want learners to be able to do with their learning? What evidence will show that students really understand and can apply learned content?”¹⁰ Performance tasks are comparable to the assessments used in the performing arts.

Nationally, organizations are creating test banks with extended performance tasks that South Carolina should have the opportunity to use. Designing rubrics and training teachers in how to assess the results of the tasks would be the next step. Two school districts, Lexington 1 and Saluda County School Districts have volunteered to work with the EOC to pilot assessments of extended performance tasks.

Expanding the accountability functions of the local school boards of trustees will require board members to receive ongoing professional development and training. The recommendation is that annually each school board member attends three hours of training in each of the following four key policy areas for a total of twelve hours of continuing education training each year: (1) fiscal (2) accountability; (3) leadership; and (4) communication.

Opportunity – Do all students have the opportunity to be successful? The stakeholder groups identified several potential input measures whose inclusion in an accountability system could incentivize investment in a whole school curriculum and allow for multiple pathways that address college, career and life readiness.

Teacher and principal evaluations were recommended by stakeholders as a means to hold adults accountable for the overall school rating. These evaluations would include student academic achievement with a focus on student growth from one year to the next.

Within the classroom, which is the most important change agent, the quality of teachers is critical. Stakeholders also emphasized the importance of school climate surveys of teachers, students and parents.

“School environment is one of the most important measures of school and district performance, but it is often overlooked.”¹¹

National Governors Association

Finally, beyond summative assessments at the end of the year, access to, participation in and performance on other measures and assessments are important including:

¹⁰ *Quality Performance Assessment: A Guide for Schools and Districts*. Center for Collaborative Education. Boston, MA. 2012.

¹¹ “Creating a College and Career Readiness Accountability Model for High Schools.” January 29, 2012. National Governors Association. <<http://www.nga.org/files/live/sites/NGA/files/pdf/1201EDUACCOUNTABILITYBRIEF.PDF>>.

- Arts programs;
- Gifted and talented programs;
- World languages;
- Dual enrollment courses;
- Approved industry certification exams;
- IB/AP exams;
- Dropout recovery programs;
- Virtual or online learning;
- Students completing a college application;
- Students filling out a FAFSA form; and
- Students completing an individualized graduation plan

The National Governors Association in 2012 proposed that “schools and districts should receive additional credit for supporting all students on the path to college and career readiness with a special emphasis on hard-to-serve student populations. . . . States could give more weight to a school’s scores on measures for students” who are “overage and undercredited, limited English proficient, or receiving special education services and those who scored in the bottom 25 percent on assessments in eighth grade.”¹²

The relationship between public and higher education has never been so critical to the economy of our State and to the future of our citizens. The stakeholders prioritized other measures including college acceptance rates, college persistence rates, and college matriculation rates. With development and implementation of the South Carolina Longitudinal Information Center for Education (SLICE), the State will have in the future the ability to report on the success of students in post-secondary institutions. Such data could be useful in the redesign of the high school curriculum.

In September of 2013 the Colorado Department of Higher Education released an online, searchable database that provides information on college-going rates, first-year postsecondary outcomes, concurrent enrollment and remedial education for the graduates of each school district.¹³

D. In addition to public reporting, accountability requires that standards for the core content areas and assessments be aligned to the mission and goals.

¹² “Creating a College and Career Readiness Accountability Model for High Schools.” Page 7.

¹³ District At A Glance. Tracking the Success of High School Graduates. Colorado Department of Higher Education. Accessed on September 6, 2013. < <http://highered.colorado.gov/Publications/districtataglance/districtglancedefault.html>>.

E. To accelerate improvement, professional educators must be empowered to deliver new forms of radically, personalized, technology-embedded, education. The accountability system must be flexible enough to allow and even support schools and districts to be incubators of change.

The EOC supports the recommendation of the State Superintendent of Education to personalize learning and the initiative of *TransformSC*. Assessing both the mastery of knowledge and the attainment of higher-order thinking skills requires a balance of objective and subjective assessments. Formative assessments are the most effective at improving teacher and student performance.

In a sentence, the South Carolina public education system, and the accountability system that supports it, should be transformed as follows.

Learning must be personalized to each student including project-based learning, real-time diagnostic assessments, and technology-infused instruction.

A new accountability system balanced between summative, objective and subjective approaches will empower teachers as professionals even in existing classrooms to own the delivery of and accountability for their students mastering knowledge and gaining knowledge and higher-order thinking skills. It can result in students taking more ownership of their own education.

A new accountability system personalized to students empowers entrepreneurial educators to deliver new forms of radically personalized, technology-enabled education that can co-exist with current public schools. Once accountability is at the level of individual students progressing at their own pace and assessments provide teachers real-time data to guide their students, the stage is set for the fundamental transformation of the entire public education system sought by parents, teachers, business leaders, and community advocates. Below are the essential elements of the accountability framework we recommend.

- ***Learning must be more personalized to each student.*** Personalizing learning allows students to advance through the standards at an individual pace, allowing advanced students to move faster and students requiring more time to master earlier standards before moving onto later ones.
- ***Learning must include project-based learning.*** In addition to objective measures of the mastery of knowledge, project-based learning requires subjective assessments by professional teachers. For example, students develop higher-order thinking skills through activities such as artistic works or science projects, which teachers subjectively assess using rubrics to ensure consistency. Balanced objective and subjective assessments are important even in the earliest grades. Higher-order thinking skills include the ability to

conduct sustained research, analyze information, experiment, and persist. In addition to individual skills, communication, teamwork, and collaboration are essential skills.

- ***Learning must include real-time diagnostic assessments.*** For teachers to become the empowered professionals, more assessments should be formative providing real-time data to teachers and parents so appropriate support can be provided to improve student learning.
- ***Learning must include technology-infused instruction.*** Merely loading an existing classroom with technology likely will yield marginal improvements at best because it doesn't fundamentally change the way the classroom is managed. Like personalizing education, it is easy to imagine more transformational forms of technology infused instruction. A novel system of highly personalized education delivered through mobile devices was demonstrated by a college student at the first *TransformSC* forum in the spring of 2013. This would be the transformative equivalent of a digital book being delivered by Amazon.com to a Kindle versus a physical book being sold in a Barnes and Noble store. These are profoundly different experiences of consuming books. Transformed education will be a profoundly difference experience of education.

Many of the schools and districts participating in *TransformSC* are using project-based learning and blended learning approaches to instruction. Other examples include the two high schools in South Carolina that are implementing the New Tech Network this year: Scotts Branch High School in Clarendon 1 and Cougar New Tech High School in Colleton County. Project-based learning is the instructional approach of these New Tech schools. Next High, a charter high school that will be opening in Greenville in 2015, will also employ project-based learning and web-delivered curriculum. These projects build upon pathways that represent the disciplines and skills in greatest demand relative to the regional industry and economic clusters of the community.

To facilitate the innovation, schools and districts that are transforming the delivery system of education may need to be exempted from the state accountability system for a specified time. Instead, these schools or districts would report publically on student mastery of learning using alternative measures rather than summative assessments.

F. South Carolina must evaluate and amend existing policies to remove barriers to transformation.

Are there barriers that restrict the number of high school students who take dual enrollment classes? Do the policies and guidelines that govern the state scholarships funded by the

lottery deter students from taking challenging courses? How can South Carolina prepare, recruit, retain and empower highly qualified teachers to lead the transformation, especially in historically low-achieving schools?

Because teachers are no longer the providers of information and instead are the facilitators of learning, the transformative shift in pedagogy will require changes in pre-service teacher education programs, extensive professional development for existing teachers, especially in school districts without the local capacity, and expansion of wireless Internet access throughout the school building for portable devices.

Teachers are the critical component of transforming the delivery system of education. Consequently, South Carolina must invest in transforming the preparation of teachers by our colleges and universities for the 21st century classroom and the delivery of instruction in the classroom.

- Students in our colleges of education must have more hands-on practicum experience in schools before becoming classroom teachers as well as more knowledge of the needs of the 21st century graduate.
- Current and future teachers must transform their classroom instruction. No longer are teachers the provider of information; they are the facilitators of learning. Students can find knowledge from multiple sources; however, students must learn to think, analyze, collaborate, problem-solve and communicate.
- Blended learning opportunities using virtual courses and virtual coaching are necessary for both teachers and students.

Appendix A

Members of the Cyclical Review Panel

Name	Representative of or Expertise in:
Dr. Larry Allen, Clemson University	Higher Education
Dr. Cynthia Ambrose, Horry County School District	District Office/ Academic Officer
Ms. Mona Lisa M. Andrews, Florence 2 School Board	Local School Board of Trustees
Mr. Mike Brenan, President BB&T South Carolina	Business and Industry State Board of Education
Dr. Ray Brooks, President, Piedmont Technical College	Higher Education
Mr. Jon Butzon, Charleston	Community Leader
Dr. Jennifer Coleman, Richland 1	District Office/Accountability, Assessment, Research and Evaluation
Dr. James R. Delisle	Gifted and Talented Education
Mr. Jim Dumm, Tara Hall Home for Boys	Community Leader
The Honorable Mike Fair	Legislator
The Honorable Nikki Haley	Governor
Mrs. Jan Hammond, Lexington 2	Classroom Teacher
The Honorable Chip Jackson, Richland 2	Local School Board of Trustees
Dr. Rainey Knight, Darlington	District Superintendent
Ms. Charlie Jean "CJ" Lake, Saluda	Recent Student
The Honorable John W. Matthews	Legislator
Mrs. Amy McAllister	State Teacher of the Year
Mr. Charles O. Middleton, Jr.	Educator/Public Charter Virtual School
Ms. Glenda Morrison-Fair, Greenville County School District	Local School Board of Trustees
Mr. Wesley Mullinax	Business and Industry
Ms. Maggie Murdock	Parent
Ms. Linda O'Bryon	President SC ETV
Dr. Darryl F. Owing, Spartanburg 6	District Superintendent
Mr. Arthur Perry	Business Leader
The Honorable Joshua A. Putnam	Legislator
Mr. Jim Reynolds	Business Leader
Dr. Janet Rose, Charleston	Retired Educator
Mr. Phillip E. Waddell, Columbia	Business Leader
Dr. Gary West, Jasper County School District	District Office/Finance and Data Management
Dr. Leila W. Williams, Colleton	District Superintendent
Dr. Reginald Harrison Williams	Early Childhood Specialist
Dr. Carol B. Wilson, Upstate	Parent and Higher Education
Ms. Lee Yarborough, Greenville	Business Leader
The Honorable Mick Zais	State Superintendent of Education
Mr. Bernie Zeiler	Business Leader

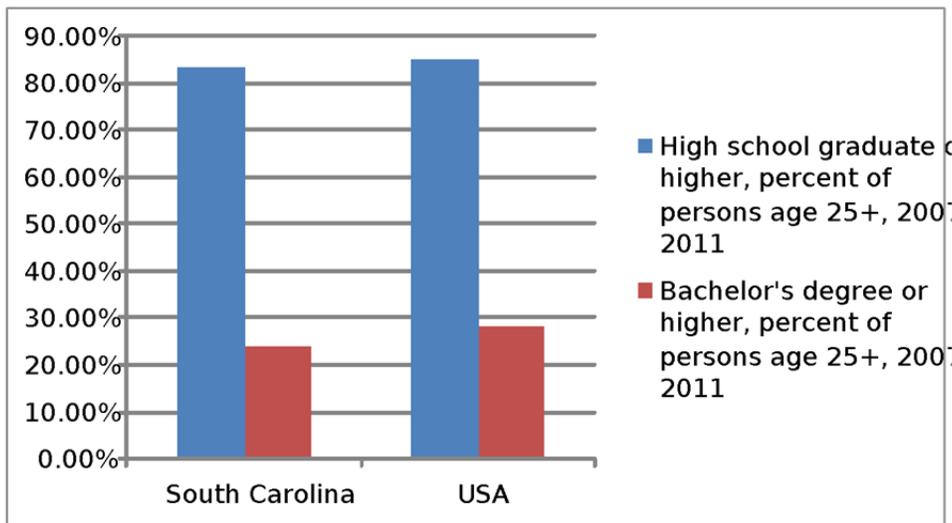
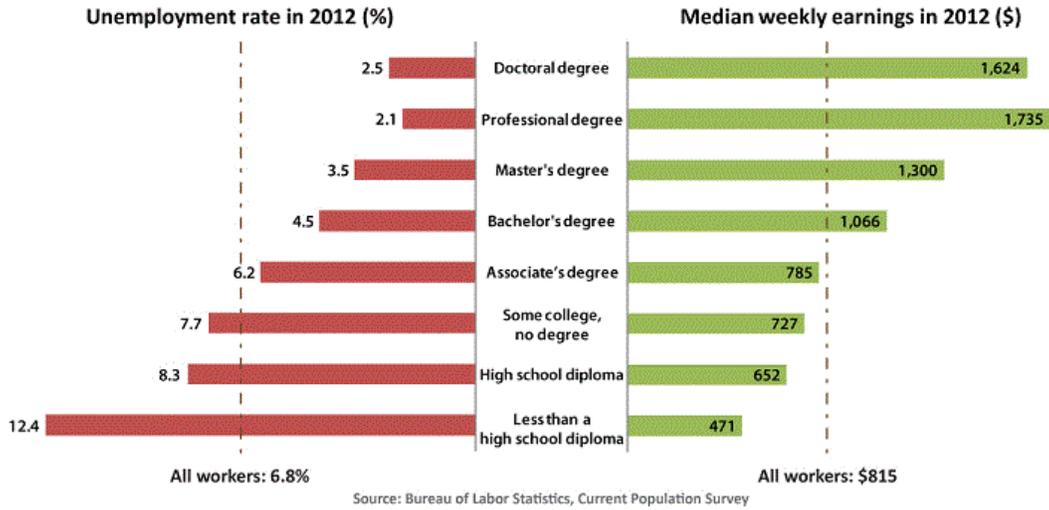
Appendix B
Percentage of South Carolina adults (ages 25-64)
with at least an associate degree by county

Abbeville	26.03	Orangeburg	25.73
Aiken	32.63	Pickens	34.28
Allendale	18.68	Richland	46.60
Anderson	30.09	Saluda	21.45
Bamberg	35.93	Spartanburg	32.55
Barnwell	21.19	Sumter	28.82
Beaufort	42.18	Union	22.65
Berkeley	29.77	Williamsburg	18.79
Calhoun	31.39	York	39.99
Charleston	47.75		
Cherokee	20.56		
Chester	19.89		
Chesterfield	20.69		
Clarendon	21.56		
Colleton	21.08		
Darlington	24.58		
Dillon	15.72		
Dorchester	36.92		
Edgefield	25.73		
Fairfield	25.73		
Florence	31.43		
Georgetown	30.13		
Greenville	40.93		
Greenwood	32.72		
Hampton	18.68		
Horry	33.37		
Jasper	15.74		
Kershaw	28.29		
Lancaster	27.65		
Laurens	23.92		
Lee	16.03		
Lexington	38.92		
McCormick	27.79		
Marion	20.51		
Marlboro	12.93		
Newberry	30.54		
Oconee	32.21		

Source: U.S. Census Bureau, 2007-2011 American Community Survey 5-Year Estimates

Appendix C

Earnings and unemployment rates by educational attainment



Per capita money income in the past 12 months (2011 dollars)

United States	\$ 27,915
South Carolina	\$ 23,854
Difference	\$ 4,061
South Carolina population	<u>4,723,723</u>
Additional per capita income if South Carolina was at the US average	<u>\$19,183,039,103</u>

Appendix D
2020 Vision Committee
Superintendents' Roundtable
(February 2013)

A clear picture of the new high school graduate will enable schools to best accomplish the goals of preparing students for the future.

Our vision for high school graduates is based on an education compass directed toward the future. Our vision and profile of our high school graduate follows. This vision is crafted toward preparing students for success and our communities, state and nation for prosperity in the 21st century world.

Vision of the EDCompass Graduate

“The EDCompass graduate of the K-12 public schools of South Carolina will be equipped for careers and college, lifelong learning and civic life in a global, digital and knowledge based world.

Our graduates will be creative, critical thinkers, problem solvers, collaborators, capable communicators and ethical.”

Profile of the EDCompass Graduate

World Class Knowledge:

1. Rigorous standards in language arts and math for college and career readiness
2. Multiple languages, science, technology, engineering and mathematics (STEM), arts and social sciences

World Class Skills:

1. Creativity and innovation
2. Critical thinking and problem solving
3. Collaboration and teamwork
4. Communication, information, media and technology
5. Knowing how to learn

Life and Career Characteristics:

1. Integrity
2. Self-direction
3. Global perspective
4. Perseverance
5. Work ethic
6. Interpersonal skills



District or School Report Cards

Basic Information:

- Grade Span
- Enrollment in 2014-15
- Superintendent Name and phone number
- Board Chair name and phone number
- *District/School website*

Knowledge	Skills	Opportunities	Outcomes
<p>Student Achievement (Absolute and by subgroups) on the following assessments: Aspire (3-8) PASS Science (4-8) PASS Social Studies (4-8)</p> <p>WorkKeys % of students receiving bronze, silver, gold and platinum certificates</p> <p>ACT Plus Writing Average scores by discipline % of students meeting college benchmarks</p> <p>End-of-Course Assessment Results</p>	<p>Self-report on addressing skills like collaboration, problem-solving, etc. Would ask to reflect on Profile of the Graduate</p> <p>Would replace principal/SIC narrative:</p> <p>Examples:</p> <ul style="list-style-type: none"> • Extended performance tasks • Internships opportunities • Service learning projects; • Specific curriculum or initiative; • Digital portfolios 	<p>School Climate (Results of Teacher, Parent and Student Surveys)</p> <p>Principals/Leadership</p> <ul style="list-style-type: none"> • Number of years at school • <i>Principal evaluations</i> <p>Teachers</p> <ul style="list-style-type: none"> • Number of classroom teachers • Teachers with advanced degrees • Teachers returning from previous year • Teacher attendance rate • Average teacher salary • Vacancies for more than 9 weeks • Professional development days/teacher • <i>Teacher evaluations</i> <p>Finance</p> <ul style="list-style-type: none"> • Student-teacher ratio in core subjects • Prime instructional time • Dollars spent per pupil • % expenditures for teacher salaries • % expenditures for instruction 	<p>Four-Year and Five-Year Cohort Graduation Rates</p> <ul style="list-style-type: none"> • Total number of students in each cohort; • Number of Graduates in cohort • Rate • Report on subgroups in same manner <p>% Students eligible for LIFE Scholarship</p> <p>College & Career: % Students from prior year's graduation class (2014):</p> <ul style="list-style-type: none"> • Enrolled in state 2 or 4-year college in Fall of 2014. • Enrolled in remedial courses (ELA or Math) in 2014-15 • In military • Employed

Knowledge	Skills	Opportunities	Outcomes
		<p>Students</p> <ul style="list-style-type: none"> • Total Number in district/school • Student attendance rate • % 1st Graders who attended full-day kindergarten • % 5K students who participated in full-day 4K • % students with disabilities • % students served by gifted and talented programs • % Limited English Proficiency students • % students in out-of-school suspensions or expulsions for violent and/or criminal offenses • Annual dropout rate • Annual recovery rate • % of students enrolled in dual-enrollment courses • % of students enrolled in dual-enrollment courses earning college credit • % of students in AP/IB courses • % of students scoring 3 or above on AP/IB Courses • % of students taking virtual or online courses • % seniors completing a college application • % seniors completing FASFA form • % seniors completing an individualized graduation plan <p>Technology</p> <ul style="list-style-type: none"> • % of students with 1:1 computing • % of teachers with 1:1 computing • Bandwidth capacity (Mbps) • Internal connection capacity • % classrooms that have Wi-Fi 	

DRAFT FOR PA SUBCOMMITTEE REVIEW

Knowledge	Skills	Opportunities	Outcomes
		<p>Access</p> <ul style="list-style-type: none">• % school campus with Wi-Fi• Number of courses offered fully online• Number of courses offered as blended with at least 50% online <p>Access to Reading Material</p> <ul style="list-style-type: none">• Number of library/media center books or ebooks per student in school• Average age of the books/electronic media in the school library center/media collection	

Accountability for College and Career Readiness: Developing a New Paradigm

By Linda Darling-Hammond, Gene Wilhoit, and Linda Pittenger

Why Rethink Accountability?

As states across the country are enacting new college- and career-ready standards, many are seeking to create more aligned systems of assessment and accountability that can assure every child access to the opportunities for deeper learning anticipated by these new standards, so they can meet the challenges of a world in which both knowledge and tools for learning are changing rapidly.

While the evolution of federal policy has contributed to advances over the last two decades — in particular, the focus on learning standards begun in the Clinton administration and the expectation that “every child counts” under No Child Left Behind (NCLB) — it is clear that these prior efforts are inadequate to the current challenges.

Although gains have been registered on the state tests that have been the focus of accountability under NCLB, U.S. performance declined between 2000 and 2012 on all subjects in the Program for International Student Assessment (PISA) — a more open-ended set of assessments evaluating how students can apply their knowledge and solve problems. On all of these measures, large and persistent achievement gaps remain among U.S. students by income, language background, and racial and ethnic group. The United States also exhibits one of the highest rates of childhood poverty in the developed world while distributing far fewer of its educational resources to meet the needs of disadvantaged students.

If we want to ensure that all students are indeed prepared for college and career readiness in these needs, several major changes are required. Among them are:

- **More sophisticated curriculum and assessments** “of, for, and, as learning” that foster and evaluate deep understanding of content, critical and creative thinking, problem solving, multiple modes of communication, and uses of new technologies to find, synthesize, evaluate, and use information to answer questions and create new solutions.
- **More equitable and adequate resources** which ensure that all students have access to the quality of teaching, materials, and technology they need to engage the new standards productively, and which address the additional needs of students who live in poverty, are new English learners, or who have other special educational needs.
- **Greater capacity among schools and educators** to teach this more challenging content to an increasingly diverse group of students. This will mean developing pedagogies for deeper learning focused on 21st century com-

About New Accountability

New standards require major changes in curriculum, assessment, and school organization that, in turn, require new forms of accountability. This paper argues that, if educational improvement is the goal, a new accountability should focus on meaningful learning, professional capacity, and adequate resources, wisely used.

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innovation in education
University of Kentucky

petencies, personalizing instruction, and creating school designs that allow students to learn and apply their knowledge in ways that take advantage of new technologies and link to the world beyond traditional school walls.

- *A more effective model for change and improvement* that can foster the collaborative changes needed to transform schools from the industrial model of the past to innovative learning systems for the future. Rather than placing schools in a straitjacket reflecting the demands of tests pointed toward the past, accountability will need to enable thoughtful risk-taking informed by continuous evaluation using multiple measures to inform improvement.

What Should a New Approach to Accountability Entail?

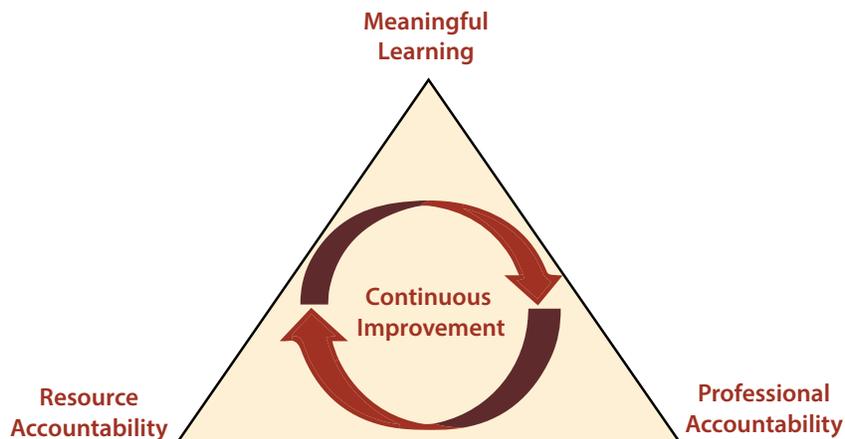
Since 2002, federally-enforced educational accountability has been defined primarily as the application of specific consequences to schools that do not meet annual targets for growth on yearly state tests. More is needed to meet current demands, however. If the goal of an accountability system is to improve education, it must raise expectations not only for individual schools but for the functioning of the system as a whole — and trigger the intelligent invest-

ments and change strategies that make it possible to achieve these expectations. This should include well-articulated expectations for what states and districts should do to provide the resources or conditions for learning, along with well-developed systems for improving professional skills, and research-based processes for guiding change and improvement.

A good starting point is to consider what parents and the public need an education system to be held accountable for: that children be taught relevant and meaningful skills that will prepare them for the world they are entering and that they be taught by competent professionals in adequately resourced schools responsive to their needs. From this perspective, a new paradigm for accountability should rest on three pillars: a focus on *meaningful learning*, enabled by *professionally accountable educators*, supported by *adequate resources* that are well-used. It should be animated by processes for *continuous evaluation and improvement* that lead to problem solving and corrective action at the local level. In such a system, accountability should be:

Reciprocal: Each level of the system — from federal and state governments to districts and schools — should be accountable for the contributions it must make to produce high-quality learning opportunities for each and every child. States and districts must be

Key Elements of an Accountability System



accountable for providing the resources, supports, and incentives that result in well-staffed, effective schools. Schools must be accountable for using these resources wisely and enabling strong teaching. Educators must be accountable for teaching the standards in ways that respond to their students' needs. Everyone must be accountable for continuous learning.

Focused on capacity-building: An accountable system acts on what is known about best practices: It builds capacity by making knowledge about what works widely available and provides learning opportunities for practitioners and policymakers, so that this knowledge is well-used.

Committed to problem-solving and improvement: An accountable system creates and shares transparent data and information, along with strategic evaluation processes, like school quality reviews, that can identify problems and guide diagnosis and corrective action.

Accountability Should Focus on Meaningful Learning

If meaningful learning for all students is the focus of an accountability system, then curriculum, assessment, and instruction must support the knowledge, skills, and dispositions students will need to succeed in 21st century college, careers, and citizenship — including the abilities to solve problems and apply knowledge, inquire and learn independently,

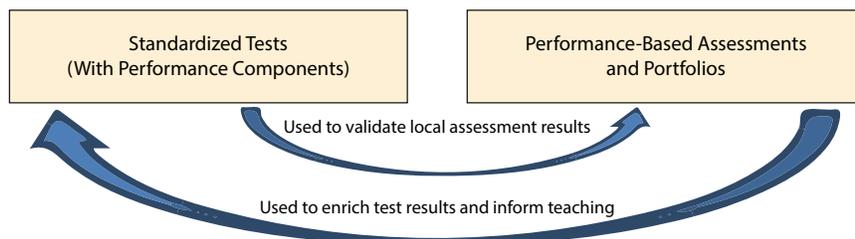
build relationships, use feedback, and persevere in the face of obstacles.

Capturing and supporting meaningful learning will require *richer assessments* that more authentically evaluate 21st century skills. These should be used to inform teaching and to expand, rather than limit, educational opportunities for students.

A System of Higher Quality Assessments: Assessments, both state- and locally-administered, should include more open-ended items, along with classroom-embedded performance tasks — research inquiries, scientific investigations, literary analyses, mathematical models, written and oral presentations, technology products — that develop and assess higher order skills. Robust performance assessments can also support and evaluate harder-to-measure abilities that matter greatly to success: the abilities to collaborate; to plan and organize time, materials, and people; to overcome obstacles; to persevere; to use feedback productively; and to learn independently.

New York State, for example, has authorized schools in the New York Performance Standards Consortium to use a portfolio of performance assessments with common rubrics and scoring, in lieu of the Regents tests in most subject areas. Envision Schools and many Linked Learning schools in California use a similar approach. Research has shown that graduates from these networks of schools have higher college-going and col-

A New Competency-Based System of Assessment



lege success rates than other students in their states¹.

New Hampshire is currently implementing a plan for a new competency-based system relying on a combination of state and local performance assessments to supplement the Smarter Balanced Consortium tests based on this design. The state will use a smaller number of higher-quality state tests to validate local judgments based on evidence from more in-depth tests and tasks, which offer more detailed information about how students think and perform, and can guide more effective teaching. This new system of assessment will move from an overemphasis on external summative tests to a greater emphasis on performance assessments that can inform and improve learning.

Accountability Should Ensure Adequate Resources, Wisely Used

In a country where school funding inequities are severe, inadequate resources deny genuine accountability to many families. If we really expect all children to achieve college and career-readiness, governments at all levels must be accountable for fairly allocating and wisely using resources — dollars, curriculum and learning tools, well-qualified educators, time, and safe, healthy environments for learning — to accomplish these goals. Measures of resource adequacy must become part of the accountability system, along with indicators of system performance that allow the public to understand what is being invested and with what results.

Resource Standards: Allocating adequate resources in relation to students' learning needs should include ensuring equitable access to high-quality curriculum and instructional materials that support students in learning the standards; providing well prepared educators and other professional staff to all students in settings that allow them to attend effectively to student needs; and ensuring additional

supports for students with particular needs associated with poverty or educational requirements.

Transparency: Information should be readily available to the public on how funds are spent and what outcomes result. This is a key aspect of the accountability strategy to support analysis of resource use.

Multiple Measures: To evaluate whether resources are adequate and appropriately used, multiple measures of access and performance for students, educators, and schools are needed to inform decision making at each level. These should capture the many aspects of education valued by parents, the profession and community. Like the dashboard on a car, which provides indicators of speed, distance traveled, fuel, fluids, tire pressure, and more, the combination of measures signals where to look further to figure out how things are working.

California's recently adopted Local Control Funding Formula (LCFF) is an example of an approach that addresses all of these elements. The LCFF allocates all funds based on pupil needs (weightings are based on poverty, English learner status, and foster care status). The accompanying Local Control Accountability Plan requires districts to develop and adopt — with parent and community involvement — an accountability plan that identifies goals and measures of progress across indicators of both opportunities and outcomes. Local districts can add their own indicators to those that are state required. Data are *disaggregated* by student race and ethnicity, poverty, language status, and disability status. Indicators must include:

- Student achievement: State tests and other assessments (e.g., AP or IB tests, English proficiency)
- Student persistence and graduation
- Student inclusion (suspension and expulsion rates)

- College- and career-readiness indicators (access to and completion of curriculum pathways)
- The availability of qualified teachers, adequate facilities, and necessary materials
- Student access to a broad curriculum, including the core subjects (including science and technology), the arts, and physical education
- Evidence of parent participation and opportunities for input

Districts can add to the state measures, as the set of seven CORE districts (Fresno, Long Beach, Los Angeles, Oakland, San Francisco, Santa Ana, and Sanger) did in their federal Elementary and Secondary Education Act (ESEA) flexibility waiver, when they added evidence of social-emotional learning and school climate, for example. Surveys of teachers, parents, and students are part of the data that help schools become more aware and responsive. The CORE accountability structure is shown below.

Problem-Solving and Corrective Action:

These data should be evaluated through well-designed systems of review, judgment, and intervention, rather than being used mechanically to mete out sanctions.

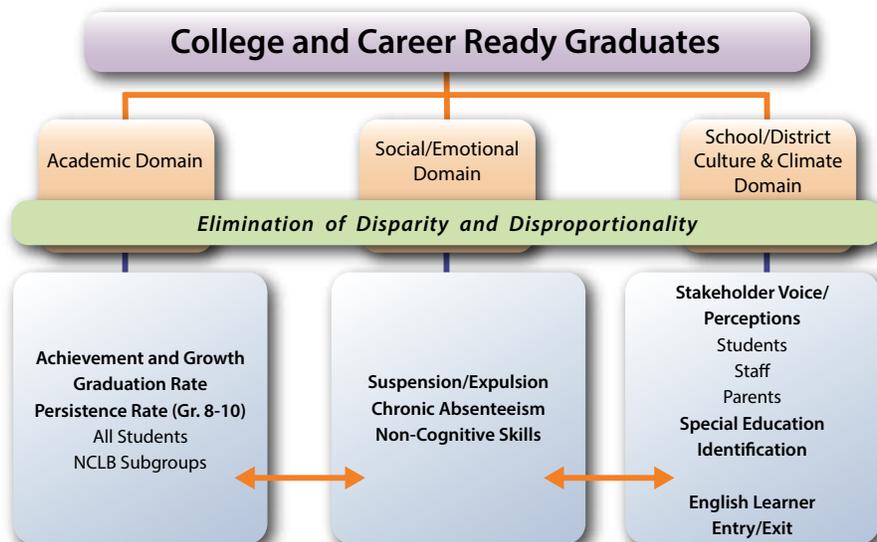
Such systems — whether evaluating student learning, educator performance, or school performance — should involve experts in interpreting information to guide consequences or corrective action based on a deep understanding of what is happening and what is needed. The goal should be to make strategic changes that protect students’ rights and promote system improvement.

Accountability Should Support Professional Capacity and Ensure Competence

Unless students experience good teaching, accountability is meaningless. Accountability for implementing professional practice rests both with individual educators and with the schools, districts, and state agencies that recruit, train, hire, assign, support, and evaluate staff and organize education. Collectively, they are responsible for ensuring that the best available knowledge about curriculum, teaching, assessment, and student support will be acquired and used by individual educators and by the system as a whole.

The heart of a professional accountability system is a set of elements that ensures that educators are carefully selected, receive high-quality

CORE Accountability Structure



ity preparation that enables them to acquire essential knowledge and skills, are licensed based on useful evidence of effectiveness, supported through high-quality induction and professional learning opportunities, and make sound personnel decisions — including opportunities for advancement that support further sharing of expertise — through thoughtful evaluation, supervision, and career ladders. Professionally accountable systems also ensure that well-qualified educators are readily available to all students across the state, which requires attention to recruitment incentives such as service scholarships, adequate and equitable salaries, and working conditions that provide motivation to stay.

Professional standards of practice should guide how educators are prepared and how they teach, lead, organize schools, and support students. States should adopt and use professional standards aligned to student learning standards to guide preparation, accreditation, licensure, and practice and to build capacity at all levels of the system, including:

- **Educator capacity** that enables teachers to teach for deeper learning and administrators to understand and support this work at the school and district level. This requires:
 - High-quality *preparation, induction, and professional development*
 - *Accreditation and licensing* based on evidence of teacher and administrator performance in supporting diverse learners to meet challenging standards
 - *Evaluation* based on multiple indicators of practice, contributions to student learning, and contributions to colleagues in support of schoolwide improvement.
- **School capacity** to meet student needs, based on school, district, and state actions that ensure the availability of well-qualified staff who are properly assigned and ade-

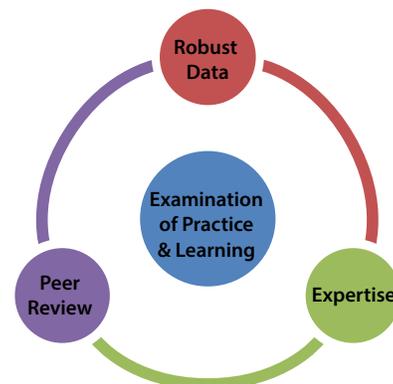
quately supported with professional development, and who are engaged in well-designed curricula and educational programs that are consistent with research

- **System capacity** for professional practice and improvement, supported by awareness of research, as well as school quality review processes, that evaluate policies, programs, practices, and outcomes, diagnose areas for improvement, and guide appropriate interventions.

A School Quality Review system should help schools assess their practices and work on areas for improvement, supporting well-guided *intervention and corrective action* in schools where the evidence suggests that achievement is not adequate and students’ needs are not being met.

An effective School Quality Review process should bring together several elements that have not been joined before in most education policy systems: *robust data, educational expertise, and peer review*. Like the inspectorate model used in many countries, it should be guided by experts who are deeply knowledgeable about practice and well-trained in how to conduct a diagnostic inquiry into school practices and their relationship to the nature and quality of student learning. Like U.S. accreditation systems, the engagement of peer reviewers from other schools in the state can

Elements of a School Quality Review



enlist multiple perspectives while stimulating a learning process that expands the knowledge and sharpens the analytical skills of participants. Like many research endeavors, the skillful use of robust quantitative data, much of which is comparable across schools, with qualitative insights developed from looking purposefully at teaching and student work and talking to stakeholders, can allow reviewers to get a better understanding of how the school is working and what may help it improve. By combining these things, such a process is more powerful and purposeful than accreditation approaches have been in the past.

School quality review approaches like this have been used successfully at various times in Kentucky, New York, North Carolina, and Rhode Island. Teams of distinguished educators may be called in to support the hands-on work of school improvement based on the deep analysis that has been provided. In some cases, these efforts have been focused on struggling schools. They are able to reveal what it will take to improve a school; whether changes are needed in curriculum, leadership, staffing, or other aspects of the organization; and even whether students would be better served by closing and redesigning a school entirely. While struggling schools or districts may engage more intensively in such efforts, a School Quality Review process should ideally be used to support system-wide learning and improvement.

Similarly, Peer Assistance and Review programs have been used successfully in teacher evaluation to bring the expertise of mentors and the judgments of a panel of teachers and administrators to bear for helping teachers to improve, and for making decisions about removal where improvement does not follow intensive assistance. In both cases, adding expertise, peer evaluation, and carefully collected data to a process of review and assistance around standards of professional practice produces better-grounded analyses and more effective decisions.

Engaging teachers in jointly scoring student work and consulting about how to improve curriculum and teaching to produce greater success for learners also helps build professional norms and knowledge. Indeed, engaging students in reviewing their own and their peers' work to guide revisions in light of standards leverages powerful learning.

Professional capacity and accountability are reinforced by systems of professional judgment for evaluating the work of students, teachers, and schools. Not only does expert professional judgment — used to make sense of qualitative and quantitative information — support more defensible decision, it can also help professionalize education by supporting educators' learning and sense of responsibility as they work with students and families to engage in accountability themselves.

Conclusion

We believe that a new conception of accountability can help the nation meet its aspirations for preparing college- and career-ready students by:

- addressing the opportunity gap that has allowed inequalities in resources to deprive many students of necessary opportunities to learn;
- developing curriculum and assessments that are focused on 21st century learning skills and used in ways that support improvement in teaching and learning;
- creating a dashboard of multiple measures to evaluate schools and sophisticated strategies, including school quality reviews, for helping them improve;
- developing professional capacity, through high-quality preparation, professional development, evaluation, and career advancement for individuals, plus sharing of expertise within and across schools.

One account of what this new accountability model would look like in a state that de-

veloped an integrated system can be seen at <https://edpolicy.stanford.edu/publications/pubs/1257>.

The gauge of a new system should be the outcomes it enables. True accountability should allow schools to be both responsible for high-quality professional practice and responsive to students' needs within the context of their families and communities. An effective accountability system should give students, par-

ents, and governments confidence that schools are focused on what matters most and capable of helping each child connect to a productive future.

1. *Educating for the 21st century: Data report on the New York Performance Standards Consortium*. http://performanceassessment.org/articles/DataReport_NY_PSC.pdf; Friedlaender, D., Burns, D., Lewis-Charp, H., Cook-Harvey, C. M., Zheng, X., & Darling-Hammond, L. (2014). *Student-centered schools: Closing the opportunity gap*. Stanford, CA: Stanford Center for Opportunity Policy in Education.

Acknowledgments

This brief is derived from a report developed in the course of a series of discussions about the design of a new accountability system, convened by the Hewlett Foundation. We are grateful to the Foundation for its support of this work. The participants in these discussions offered substantial input and ideas. The final product — authored by Linda Darling-Hammond, Gene Wilhoit, and Linda Pittenger — reflects the individual and collective insights of the participants, but it does not reflect an endorsement by any of these individuals or the organizations with which they are affiliated. These intellectual contributors include:

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Michael Cohen, *Achieve*

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This brief summarizes a more detailed report. To see the full report and to join our mailing list, please visit: edpolicy.stanford.edu.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Public Awareness

Date: January 26, 2015

INFORMATION ITEM

FY 2014-15 Communications / Public Relations Plan Update

PURPOSE/AUTHORITY

This plan is designed as an ongoing effort to educate various audiences about three main objectives:

1. Enhance understanding and impact of the accountability system by focusing on the 2020 Vision and the goals of student reading proficiency, innovation and college readiness
2. Continue to implement a public awareness and engagement plan focused on the EOC PK -20 Reading Initiative recommendations.
3. Advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement.

CRITICAL FACTS

TIMELINE/REVIEW PROCESS

.

ECONOMIC IMPACT FOR EOC

Cost:

Fund/Source: Public Awareness funds

ACTION REQUEST

For approval

For information

Approved

ACTION TAKEN

Amended

Not Approved

Action deferred (explain)

Communications / Public Relations Plan FY 2014-15
Update presented to PA Subcommittee January 26, 2015

FY 2014-15 Objectives:

1. Enhance understanding and impact of the accountability system by focusing on the 2020 Vision and the goals of student reading proficiency, innovation and college readiness
2. Continue to implement a public awareness and engagement plan focused on the EOC PK-20 Reading Initiative recommendations.
3. Advocate for the utilization of data published on the state annual school and district report cards to be used as tools for improvement.

Objective 1. Enhance understanding and impact of the accountability system by focusing on the 2020 Vision and the goals of student reading proficiency, innovation and college readiness

Audience	Objective / Tactic	Deliverable / Accountability Measures
General Public & Media	1.1. Write and design publication communicating SC's progress toward achieving 2020 Vision	<ul style="list-style-type: none"> • Printed 3,000 copies of "Are SC Students Prepared for 2020: A Progress Report on the 2020 Vision"; sent via mail to key audiences. Remaining copies used for events throughout the year.
	1.2. Press Event releasing SC's progress toward reaching 2020 Vision	<ul style="list-style-type: none"> • Held release April 8, 2014, in conjunction with release of "When the Bough Breaks" reading documentary. News release and media packet prepared for and distributed to attendees. One member of local press in attendance. News stories published by Associated Press wire, <i>The State</i>, and <i>The Charleston Post and Courier</i>

Objective 1. Enhance understanding and impact of the accountability system by focusing on the 2020 Vision and the goals of student reading proficiency, innovation and college readiness

Audience	Objective / Tactic	Deliverable / Accountability Measures
	<p>1.3. Update Progress Report on EOC Website and social media channels</p> <p><i>*Use web presence to update general public and educators on the development and evaluation of new ELA and Math standards.</i></p>	<ul style="list-style-type: none"> • EOC staff updates website to include information about the status of the 2020 Vision, including links to stakeholder websites. http://www.eoc.sc.gov/reportsandpublications/2020Vision/Pages/default.aspx • 2,069 web sessions during April 2014. Sixty-five percent of sessions were first-time visits. • EOC updates daily through established Facebook, Twitter pages, and other social media channels. Facebook: 193 likes; Twitter: 983 followers; LinkedIn: 500+ connections; Google+: 16 in our circle; and Pinterest: 51 followers • Published and disseminated survey of current standards via the web.
	<p>1.4. updates progress via radio & TV</p>	<ul style="list-style-type: none"> • February 23, 2014 <i>Education Insight</i> program at ETV focused on reading and meeting the academic goals of students. EOC staff worked with ETV in planning and execution of live broadcast.
	<p>1.5. Target Education Reporters / Editorial Bd. members/writers</p>	<ul style="list-style-type: none"> • April 2014 press event for statewide media
	<p>1.6. Reach out to regional business publications (Midlands/Upstate/Low country Biz)</p>	<ul style="list-style-type: none"> • Release and progress report send to SC Chamber and editors of regional business publications.
	<p>1.7 Develop a poster about 2020 Vision</p>	<ul style="list-style-type: none"> • Printed poster for <i>When the Bough Breaks</i>. Distributed to all schools (public and private); to all pediatricians; to all county libraries, to all institutions of higher learning, to all local United Ways, and to other community and faith-based organizations.

Objective 1. Enhance understanding and impact of the accountability system by focusing on the 2020 Vision and the goals of student reading proficiency, innovation and college readiness

Audience	Objective / Tactic	Deliverable / Accountability Measures																																
	1.8 Publish monthly electronic newsletter for all constituent groups (principals; SC State Board; members of Gen. Assembly; Instructional Leaders; superintendents, EOC members and staff; PIOs; general interest list	<ul style="list-style-type: none"> Began monthly publication of EOC update in May 2014. Statistics: <table border="1" data-bbox="913 280 1835 659"> <thead> <tr> <th>Publication Month</th> <th>Number Sent</th> <th>Number (%) Opens</th> <th>Number (%) Clicks</th> </tr> </thead> <tbody> <tr> <td>May 2014</td> <td>1,667</td> <td>335 (30.2%)</td> <td>38 (11.3%)</td> </tr> <tr> <td>June 2014</td> <td>1,163</td> <td>323 (29.4%)</td> <td>35 (10.8%)</td> </tr> <tr> <td>July 2014</td> <td>1,209</td> <td>329 (29.0%)</td> <td>41 (12.5%)</td> </tr> <tr> <td>August 2014</td> <td>1,211</td> <td>324 (29.2%)</td> <td>70 (21.6%)</td> </tr> <tr> <td>September 2014</td> <td>2,407</td> <td>786 (37.6%)</td> <td>237 (30.2%)</td> </tr> <tr> <td>October 2014</td> <td>2,412</td> <td>701 (33.5%)</td> <td>78 (11.1%)</td> </tr> <tr> <td>Holiday 2014</td> <td>2,533</td> <td>636 (29.2%)</td> <td>97 (15.3%)</td> </tr> </tbody> </table> 	Publication Month	Number Sent	Number (%) Opens	Number (%) Clicks	May 2014	1,667	335 (30.2%)	38 (11.3%)	June 2014	1,163	323 (29.4%)	35 (10.8%)	July 2014	1,209	329 (29.0%)	41 (12.5%)	August 2014	1,211	324 (29.2%)	70 (21.6%)	September 2014	2,407	786 (37.6%)	237 (30.2%)	October 2014	2,412	701 (33.5%)	78 (11.1%)	Holiday 2014	2,533	636 (29.2%)	97 (15.3%)
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Objective 2: Continue to implement a public awareness and engagement plan focused on the EOC PK-20 Reading Initiative recommendations.

Audience	Objective / Tactic	Deliverable / Accountability Measures
General Public & Media	2.1. Work with ETV on development and implementation of literacy resource bank	<ul style="list-style-type: none"> • Continued work with ETV on developing web-based literacy essentials and a reading resource bank to support learning in literacy. • Co-branded EOC and ETV ed news bulletin. Bulletin sent to 4,500 recipients electronically monthly. • EOC staff worked with ETV on Ready to Learn grant request for Orangeburg 5
	2.2. Reprint brochure to assist non-profit organizations, faith-based, community, county libraries, etc. in ways to volunteer and assist in improving reading proficiency among SC students and reduce summer reading loss.	<ul style="list-style-type: none"> • Reprinted 20,000 brochures. Fulfilled requests for brochures, many to back-to-school events. • Included copies in book bags to students in each of the 20 pilot school districts who participated in the summer reading camp program. The book bags also included a reading bracelet; a pencil and eraser; two additional texts for children to build their home libraries, congratulatory letters from Governor Haley and the EOC's Chairman, David Whittemore; letters from resident legislators, reading calendars, and bookmarks.
	2.3. Distribute and promote "When the Bough Breaks" documentary <i>*Provide resources and education for general public on reading and strategies to make children successful readers</i>	<ul style="list-style-type: none"> • In February, the EOC contracted with the Children's Law Center at the University of South Carolina to perform several tasks regarding early literacy including the creation of a reading advocacy plan to raise the public awareness of the importance of reading and literacy, especially in the early years of a child's life. The documentary, "When the Bough Breaks" became the advocacy plan. The total cost of producing the film was \$16,500.00, or \$3.30 per DVD. The cost of duplicating the film was \$1.15 per DVD. Distributed to schools (public and private); to all pediatricians; to all county libraries, to all institutions of higher learning, to all local United Ways, and to other community and faith-based organizations. • Screening of film at Indie Grits Festival April 16, 2014 • December 11, 2014: scheduled library program at St. Andrews Branch of Charleston County Public Library on reading. Based on WTBB film. • Barbara Hairfield publishes op-ed in <i>The State</i> March 23, 2014 on the importance of teaching reading. • Staff spoke to numerous education groups about impact and goals of reading legislation

Objective 3: Advocate for the utilization of data published on the state annual school and district report cards to be used as tools for improvement.

Audience	Objective / Tactic	Deliverable / Accountability Measures
General Public & Media	3.1. Develop focus briefings on results of school and district report cards	<ul style="list-style-type: none"> Developed briefing and historical materials in November 2014. Sent to statewide media, district superintendents, instructional leaders, and public information officers
	3.2. Meet with Editorial Boards of SC daily newspapers and news media to discuss results	<ul style="list-style-type: none"> Hosted Conference bridge in November; representatives from most statewide media outlets represented in addition to many district superintendents and public information officers.
	3.3. Create an online profile of private schools offering scholarships to students with exceptional needs	<ul style="list-style-type: none"> Survey created with the assistance of Advisory Committee; will be sent to schools 1/15/15. Report cards to be published online in late Spring.
	3.4. Create modified report card for school districts who are using approved alternative assessments	<ul style="list-style-type: none"> Alternative assessments did not receive federal approval.

Objective 1. Enhance understanding and impact of the accountability system by focusing on the 2020 Vision and the goals of student reading proficiency, innovation and college readiness

Audience	Tactic	Deliverable / Accountability Measures
Parents of school-aged Children	1.1. Use social media to communicate with parents	<ul style="list-style-type: none"> • Re-posted articles about college readiness, reading to parents of school-age children as well as reading materials and link to family-friendly standards site.
	1.2. Communicate with parents through SC PTA, SIC	<ul style="list-style-type: none"> • 2020 Vision brochure and information about reading disseminated to statewide School Improvement Councils. • Dana Yow spoke to SIC Group on October 10, 2014, about reading legislation and how SICs can be involved. • Published WorkKeys flyer for parents and families; sent to all principals, instructional leaders, PIOs.
	1.3. Develop and disseminate “Tips for Parents and Families” document focused on summer reading loss.	<ul style="list-style-type: none"> • Dr. Rainey Knight completed evaluation of 20 summer reading camp sites in SC school districts. Presented results to EOC; published on web • Developed section on website with resources related to reading • Dana Yow to present to Spartanburg Dream Ministries on January 15, 2015 about providing literacy resources to homeless and low-income families.
	1.4. Update online Family Friendly Standards.	<ul style="list-style-type: none"> • Documents updated and on EOC website; working with State CIO office to post on www.scfriendlystandards.org

Objective 2: Continue to implement a public awareness and engagement plan focused on the EOC PK-20 Reading Initiative recommendations.

Audience	Objective / Tactic	Deliverable / Accountability Measures
Parents of school-aged Children	2.1. Hold a student contest focused on reading and literacy skills (possibly integrate service learning component)	<ul style="list-style-type: none"> • Printed and distributed bookbags to students participants in summer reading camps in 20 pilot school districts. Included copies in book bags to students in each of the 20 pilot school districts who participated in the summer reading camp program. The book bags also included a reading bracelet; a pencil and eraser; two additional texts for children to build their home libraries, congratulatory letters from Governor Haley and the EOC’s Chairman, David Whittemore; letters from resident legislators, reading calendars, and bookmarks.

Objective 3: Advocate for the utilization of data published on the state annual school and district report cards to be used as tools for improvement.

Audience	Objective / Tactic	Deliverable / Accountability Measures
Parents of school-aged Children	3.1 Develop online materials for parents on understanding and using the school and district report cards	<ul style="list-style-type: none"> Materials posted five year overview of school and district ratings as well tips for understanding the school and district report cards.

Objective 1. Enhance understanding and impact of the accountability system by focusing on the 2020 Vision and the goals of student reading proficiency, innovation and college readiness

Audience	Objective / Tactic	Deliverable / Accountability Measures
Educators	1.1 Posters to schools for staff lounges	<ul style="list-style-type: none"> Printed poster for “When the Bough Breaks.” Distributed to all schools (public and private); to all pediatricians; to all county libraries, to all institutions of higher learning, to all local United Ways, and to other community and faith-based organizations.
	1.2 Draft and distribute article for newsletters of all education associations and content organizations in SC	<ul style="list-style-type: none"> Provided article and news release on the 2020 Vision to education organizations and ETV in the state. January 17, 2015: Rainey Knight and Dana Yow to present to SC Black Educators conference on EOC budget recommendations and CDEPP update. Melanie Barton regularly provides updates to Richland County First Steps, district instructional leaders, Western Piedmont Education Consortium, and SC Math educators group.
	1.3 Notify schools of 2020 Vision Update	<ul style="list-style-type: none"> Communicated update via superintendents, instructional leaders, and PIOs
	1.4 Honor teachers during May for Teacher Appreciation Month	<ul style="list-style-type: none"> Used social media to recognize teachers during month of May. Daily updates.
	1.5 Develop “tips for educators” document focused on innovation.	<ul style="list-style-type: none"> Ceased publication to electronic tips for innovation; replaced with monthly EOC update.

Objective 2: Continue to implement a public awareness and engagement plan focused on the EOC PK-20 Reading Initiative recommendations.

Audience	Objective / Tactic	Deliverable / Accountability Measures
Educators	<p>2.1. Work with ETV on development and implementation of literacy resource bank to include professional development in reading</p> <p><i>*Work with educators on understanding facets of RTS legislation.</i></p>	<ul style="list-style-type: none"> • Working with ETV on developing web-based literacy essentials and a reading resource bank to support learning in literacy. Palmetto Scene program focused on two summer reading camps; footage in Darlington camp to be used for fall education program. • Co-branded EOC and ETV ed news bulletin. Bulletin sent to 4,500 recipients electronically monthly. • EOC staff worked with ETV on Ready to Learn grant request for Orangeburg 5 • Dana Yow to speak to USC Libraries, Literacy, and Literature class on the involvement of school and public librarians within reading legislation and how they can be more involved in effort. • EOC staff present summer reading data results to SC Literacy Task Force at SC Baptist Convention November 20, 2014 • Convened meetings of K-12 instructional leaders to develop Model District Reading Proficiency Plan, developed as the model for districts to use in RTS legislation. • Convened meetings of early literacy advocates and deans of colleges of education to work on facets of Read to Succeed legislation. • EOC staff met regularly with state ELA coordinators group to answer questions about reading legislation.

Objective 3: Advocate for the utilization of data published on the state annual school and district report cards to be used as tools for improvement.

Audience	Objective / Tactic	Deliverable / Accountability Measures
	<p>3.1. Distribute focus briefings on results of school and district report cards to educators</p>	<ul style="list-style-type: none"> • Information distributed via listserves and monthly electronic update.

Objective 1. Enhance understanding and impact of the accountability system by focusing on the 2020 Vision and the goals of student reading proficiency, innovation and college readiness

Audience	Objective /Tactic	Deliverable / Accountability Measures
Legislators and other Elected Officials	1.1. – Develop one-page printed piece on 2020 Vision	<ul style="list-style-type: none"> • Sent all members of the General Assembly printed copy of “Are SC Students Prepared for 2020: A Progress Report on the 2020 Vision”
	1.2. E-blast for legislators	<ul style="list-style-type: none"> • All legislators receive monthly EOC update
	1.3 Engage EOC members to share information with their legislative delegation	<ul style="list-style-type: none"> • All EOC members receive printed and electronic materials; are encouraged to share information with members of their legislative delegation and field questions.
	1.4 Provide talking points for legislators	<ul style="list-style-type: none"> • Legislators received copy of news release and summary of the vision.
	1.5 Meet with key legislative staffers	EOC staff meets regularly with education and budget legislative staff members.

Objective 2: Continue to implement a public awareness and engagement plan focused on the EOC PK-20 Reading Initiative recommendations.

Audience	Objective/Tactic	Deliverable/ Accountability Measures
Legislators and other Elected Officials	2.1. Provide information on activities of the EOC related to reading and reading legislation.	<ul style="list-style-type: none"> • Worked with legislators and legislative staff providing background and research on issues related to Read to Succeed legislation • Legislators, staff, and other elected officials invited to “premiere” of “When the Bough Breaks” • Worked with legislative staff and staff from the Budget and Control Board on procurement of early literacy, summative, and college and career-ready assessments. • Melanie Barton and David Whitemore to present to House Education Committee on January 21, 2015. • Rainey Knight and Dana Yow to present on summer reading loss data at SC School Boards conference Feb. 2015. • Did not host “issue briefing” for new legislators focusing on current education topics due to changes in leadership. Will pursue this session.

Objective 3: Advocate for the utilization of data published on the state annual school and district report cards to be used as tools for improvement.

Audience	Tactic	Deliverable / Accountability Measures
Legislators and other Elected Officials	3.1. Distribute “personalized” focus briefings on results of school and district report cards to legislators and legislative staff	<ul style="list-style-type: none"> • Every member of the General Assembly received in November 2014 a focus briefing on the results of the school and district report cards. This year, legislators received historical ratings information about every school and district in the state.
Business community	1.1. – Engage business community on the importance of the 2020 Vision	<ul style="list-style-type: none"> • Convened 50 business people, educators, community members, and parents in Fall/Winter 2014 to evaluate draft ELA and Math standards written by SCDE writing teams (per Act 200). • Continued participation in and collaboration with TransformSC
	2.1. Distribute and promote “When the Bough Breaks” documentary	<ul style="list-style-type: none"> • In February, the EOC contracted with the Children’s Law Center at the University of South Carolina to perform several tasks regarding early literacy including the creation of a reading advocacy plan to raise the public awareness of the importance of reading and literacy, especially in the early years of a child’s life. The documentary, “When the Bough Breaks” became the advocacy plan. The total cost of producing the film was \$16,500.00, or \$3.30 per DVD. The cost of duplicating the film was \$1.15 per DVD. Distributed to schools (public and private); to all pediatricians; to all county libraries, to all institutions of higher learning, to all local United Ways, and to other community and faith-based organizations.

** Objectives/tactics added to the initial plan*